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ABSTRACT

This curriculum guide provides information and materials for teachers who train child caregivers. Each of the guide's 27 chapters discusses essential elements and objectives related to one particular topic, and then presents teaching strategies for classroom use. Chapter 1 reviews the child care profession as a whole, and chapter 2 discusses the opportunities and requirements for careers in child care. The general organization and management of a child care center are covered in chapter 3. Chapter 4 describes influences on children's development, and the elements of a wholesome child care environment are addressed in chapter 5. Health and safety issues are the focus of chapters 6 through 9. Chapter 10 outlines daily routines in a child care setting. Child development is covered in chapters 11 through 14, highlighting physical, emotional, social, mental, and intellectual development. Chapter 15 offers teaching strategies for child caregivers. Chapters 16 through 20 describe the characteristics and needs of newborns and infants, toddlers, preschoolers, school-age children, and children with special needs. Chapter 21 provides information on guidance and child behavior. Chapters 22 through 26 cover administrative topics of facility management, program organization, curriculum management, food service management, and finance management. The final chapter examines relationships among parents, community members, and education professionals. A little over half the document consists of appended materials. These include more than 100 teaching aids, tests for each chapter in the guide, and answer keys for the tests and for activities presented in the chapters. (TJQ)

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Child Care and Guidance
Management and Services
Curriculum Guide

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CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES
CURRICULUM GUIDE

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PREFACE

With ever-increasing numbers of women entering the paid labor force, great social changes have affected families and the need for child care in this country. More families are single-parent, female-headed families with young children. Statistics show that most employed women in the United States face clear economic needs and desire good quality child care for their children.

A number of factors have been identified which directly relate to positive outcomes for children from child care programs. One factor is the training of caregivers. Specialized training has been found to have positive effects as well as prevent negative effects on children enrolled in child care facilities. Occupational child care training programs provide excellent opportunities for students to be trained as child caregivers.

Career opportunities range from beginning jobs open to the inexperienced, to positions in teaching and administration (some requiring advanced training). Employment opportunities and qualification requirements of employees vary significantly according to location, child care facility, and program goals and objectives. Therefore, potential child care employees will find varying situations available for employment. The *Child Care and Guidance, Management, and Services* occupational curriculum materials present information based on ideal employment situations which may be found in the field of child care. Readers should understand that situations vary and that the concepts presented can easily be adapted for application in different child care settings.

Occupational Education Series

Child Care and Guidance, Management, and Services is part of an occupational education series which focuses on a broad range of employment opportunities. Each title in the series addresses one career cluster. The materials may be used for one or two years of instruction. The instructional materials designed for this cluster include three components:

- The *Reference Book* provides information needed by employees in the occupational area. Each chapter begins with Essential Elements and Objectives to Achieve. Within the text, italicized, bold-faced vocabulary terms are included with definitions or explanations. Illustrations aid student learning. The content of each chapter is summarized in Points to Remember. The vocabulary terms are repeated in a list of Words to Know. Technical terms and concepts may be located quickly by using the index. Questions for Review are provided for the student as a self-test.
- The *Curriculum Guide* provides a variety of teacher information. Teaching strategies, teaching aids, laboratory management guides, and test questions are coordinated with the chapters in the reference book.
- The *Student Activity Book* provides a variety of pencil-and-paper activities. Activities are provided for all objectives on the Objectives to Achieve lists and correlate with chapters in the reference book.

Curriculum Guide

The *Child Care and Guidance, Management, and Services* curriculum guide provides information needed by teachers. Each chapter begins with one or more Essential Elements and Objectives to Achieve. Each chapter consists of teaching strategies for the teacher's use in the classroom. It is recommended that teaching strategies be selected to fit the local situation, level of students' abilities and experience, job situations, and time available. Teaching aids are included for use in implementing the teaching strategies. In addition, a test is provided for each chapter in the reference book, and answers are included for ease in evaluation of students' test answers. An answer key is also provided for the activity book.

GUIDE TO ESSENTIAL ELEMENTS

Child Care and Guidance, Management, and Services (TAC 75.83)

Child care and guidance, management, and services (two-three units) shall include the following essential elements. This guide is provided for use in identifying the required essential elements, the correct codes for documentation from the Texas Administrative Code (TAC), and the chapter(s) of the curriculum materials which address(es) each element.

Required Essential Elements	Related Chapters
(f1A) Describe factors affecting the growth and development of young children.	4, 5, 6, 11, 12, 13, 14, 15
(f1B) Point out developmental differences in children of various ages.	8, 11, 12, 13, 14, 16, 17, 18, 19, 20
(f1C) Demonstrate techniques to assist children in developing acceptable behavior patterns.	13, 17, 18, 19, 20, 21, 22
(f2A) Identify signs of child abuse.	3
(f2B) Describe appropriate procedures for responding to suspected child abuse.	3, 4
(f2C) Plan ways to assist children in their adjustment to child care.	13, 21
(f2D) Describe guidelines for communicating with parents/guardians of children.	3, 4, 10, 23, 27
(f2E) Evaluate nutritional value of snacks and/or meals.	7, 25
(f2F) Point out important considerations concerning children's clothing.	7
(f2G) Demonstrate ways to assist children with clothing.	7, 10
(f2H) Point out guidelines for assisting children with routine activities.	10
(f3A) Summarize the need for proper climate control and lighting.	5, 7
(f3B) Analyze the components of a stimulating environment.	5
(f3C) Apply principles for maintaining a safe and healthy environment.	3, 5, 6, 7, 8, 9, 21, 22, 24, 25
(f3D) Apply housekeeping and maintenance at the child care setting.	10, 22
(f4A) Apply procedures and policies in a child care setting.	1, 6, 8, 9, 10, 23
(f4B) Demonstrate appropriate teaching methods and skills.	10, 16, 17, 18, 19, 20
(f4C) Apply techniques for learning activities of children.	15, 19, 21, 22
(f4D) Point out appropriate techniques when working with children with special needs.	20
(f4E) Apply classroom management and program planning techniques.	3, 5, 10, 15, 16, 17, 18, 19, 20, 21, 22, 24
(f4F) Assist with management procedures in the child care setting.	3, 22, 23, 24, 25, 26, 27

GUIDE TO COMMON ESSENTIAL ELEMENTS

Child Care and Guidance, Management, and Services (TAC 75.83)

Elements listed in the following section are common to all home economics courses and are specifically addressed in the *Child Care and Guidance, Management, and Services* curriculum materials.

Common Essential Elements Addressed	Related Chapters
(a2A) Identify employment opportunities and preparation requirements in chosen field.	2
(a7A) Relate personal characteristics to the appropriate career(s) addressed within each home economics course.	2, 9
(a7C) Discuss demands and rewards in relation to personal and family life.	2
(a7D) Demonstrate effective money management.	26

1

The Child Care Profession

ESSENTIAL ELEMENT

- Apply procedures and policies in a child care setting.(f4A)

OBJECTIVES TO ACHIEVE

- Explain the family's role as the primary caregiver of the child.
- Identify reasons for the increased demand for child care services.
- Identify the characteristics of a good child care program.
- Describe ways child care programs may be classified.
- Identify recent trends in child care.

ASSIGNMENT

- Read Chapter One in the *Child Care and Guidance, Management, and Services Reference Book.*

The Child Care Profession

TS 1:1* Lead a class discussion on the family's responsibilities as primary caregivers. Outline the discussion on the chalkboard or a transparency. KEY QUESTIONS: Who decides what child care services are needed? How are choices made about secondary or substitute child caregivers?

TS 1:2 Ask how many students in the class were cared for in a child care center. KEY QUESTIONS: What memories do you have of the child care facility? What were the situational factors that led to your being taken care of outside the home? How many parents of students were cared for outside the home when they were children? Who cared for your grandparents when they were children? What situational factors existed at the time your grandparents were young children?

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* TS 1:1 indicates teaching strategy, chapter 1, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS 1:3 Have students review Table 1.1 in Chapter 1 of the Reference Book. Have students write brief summaries of the estimated numbers of children requiring child care services in 1990.[B]

TS 1:4 Invite a panel of young parents to speak to the class regarding their needs for child care services and what they look for in selecting a child care center. The panel should include males, females, single parents, and professionals whose jobs require a great deal of travel. Have students prepare questions for the panel prior to the class visit.

TS 1:5 Ask the class to summarize reasons families need child care services. Have a student record the reasons on the chalkboard. KEY QUESTIONS: What are families and communities doing to solve the need for child care? Why should we be concerned about child care for ourselves? families? the community? society? How does America's approach to child care differ from the approach in other countries?[B][C]

TS 1:6 Divide the class into groups and assign each group one of the following situations:

- A single female is the parent of an eight-year-old child.
- A high school student is the parent of an infant.
- A nonworking mother with a two-year-old child does volunteer work one day a week.

Have each group decide what should be done about the care of the child in the situation. The students may use Teaching Aid 1, Decision Making Work Sheet, to develop goals, values, and situational factors that may affect decisions about the care of children in each case. Ask each group to choose the most appropriate child care solution for their situation and report to the class why it is best.[C]

TS 1:7 Lead a class discussion on the characteristics that identify a good child care program. Include safety of children and planned activities that meet physical, emotional, social, and intellectual needs of children.

TS 1:8 Ask students to read references or articles on what parents look for when selecting child care centers. Have students analyze Teaching Aid 2, Choosing Child Care, to determine if the list would be useful to parents looking for child care facilities. KEY QUESTIONS: What items could be added to the list? Would parents also need to compare costs? Why? What is the ratio of staff to children? What training has the staff had? Is the facility licensed? Is a license necessary?[B]

CLASSIFICATION OF CHILD CARE PROGRAMS

TS 1:9 Direct students to collect local newspaper advertisements and refer to the Yellow Pages regarding child care. KEY QUESTIONS: What information is included in the advertisements? What questions would you ask if inquiring about the facilities?[B]

TS 1:10 Instruct students to review "Classification of Child Care Programs" in Chapter 1 of the Reference Book. KEY QUESTIONS: What factors govern selection of half-day, full-day, or extended day programs? When would one seek individual care? group care? custodial care? developmental care? comprehensive care? What are the advantages and disadvantages of the following kinds of child care programs:

franchise, private, employer-sponsored, public school, community, and social agency sponsored.[B][C]

Hours Open

TS 1:11 Have students list on the chalkboard the advantages and disadvantages of half-day programs, full-day programs, and extended day programs to the child, parent, and caregiver.[B]

Number of Children Served

TS 1:12 Assign teams of students to research and debate the following topic: "Family day home care is preferable to a child care center." Ask the class to judge the debate arguments and decide which team presented the most accurate facts.[C]

Services Offered

TS 1:13 Have students research the operation of local child care centers and complete Teaching Aid 3, Classification Chart. Students enrolled in Home Economics Cooperative Education and employed in child care centers could share information about the centers where they work. Other students could use the Yellow Pages to compile a list of child care centers in the community. Have students classify the child care centers based on the information in the completed charts.[B]

TS 1:14 Ask students to work in groups to create mobiles showing the different ways of classifying centers by hours open, numbers of children served, services offered, curriculum structure, and funding structure. Lead a class discussion on the difficulty in balancing a program when there are so many components to consider.[B]

TS 1:15 Invite the director or owner of a child care center to be a guest speaker. Ask the speaker to discuss types of services offered by child care centers in the community. Students should prepare questions in advance.

TS 1:16 Show students Teaching Aid 4, Child Care Services, which lists the kinds of services that might be offered in a comprehensive care program. KEY QUESTIONS: Which services are commonly offered in child care programs? Which services are least common? Why? Which services should be offered by most child care programs?[B]

Curriculum Structure

TS 1:17 Ask students to compare the learning philosophies and curriculums of two child care centers. KEY QUESTION: How is the learning philosophy of a center reflected in the curriculum?

Funding Structure

TS 1:18 Ask students to plan and coordinate a telephone survey of a child care franchise, a private child care program, a child care program operated by a social agency, and a child care program operated by a church. Have students determine weekly fees per child, number of children enrolled, and situations in which fees differ depending on the age of the child. Also have students note discounts given when siblings are enrolled in the same center and ask about additional fees such as enrollment fees, supply fees, and food service fees. In class, compile the results of the survey on the chalkboard. KEY QUESTIONS: Which facility offers child care at the lowest cost? Should cost of child care be a primary consideration when selecting a center? Why?[B][C]

TS 1:19 Have students conduct library research or find articles containing information on the Head Start program. KEY QUESTIONS: How does the curriculum of a Head Start program differ from other child care programs? Why was Head Start initiated by the federal government? What are the eligibility requirements for children to be accepted in a Head Start program?[B]

TS 1:20 Lead a class discussion on the various factors that influence the amount of fees charged for child care services. Factors include the program's reputation, overall costs, anticipated enrollment, child/staff ratios, special services offered, and community standards. Point out that the major factors in determining fees are the overall costs of the program and the number of children enrolled.

TS 1:21 Secure copies of current bills (State and Federal) related to child care programs. Have students discuss the value of the laws, if passed. KEY QUESTIONS: How have State and Federal legislators influenced child care in Texas and the United States? What legislation is needed? Would each pending bill benefit parents or child care centers? How?[C]

TS 1:22 Have students read newspaper and magazine articles and summarize current trends in child care such as employer-sponsored child care centers, government employee-sponsored child care centers, and after-school care.[B]

2

Careers in Child Care

ESSENTIAL ELEMENTS

- Identify employment opportunities and preparation requirements in chosen field.(a2A)
- Relate personal characteristics to the appropriate career(s) addressed within each home economics course.(a7A)
- Discuss demands and rewards in relation to personal and family life.(a7C)

OBJECTIVES TO ACHIEVE

- Identify levels of employment and job titles in the field of child care.
- List the requirements for various levels of child care employment.
- Describe the qualities of successful child caregivers.
- Explain how to get and keep a job in child care.
- Explain ways to advance in the child care profession.

ASSIGNMENT

- Read Chapter Two in the *Child Care and Guidance, Management, and Services Reference Book.*

Types of Jobs

TS 2:1 Lead a class discussion on careers in child care and related services. Point out to students that content learned and experience gained in child care occupations help develop good parenting skills.

TS 2:2 Ask students to develop a list of employment opportunities (job titles) in the field of child care. Students may use the *Dictionary of Occupational Titles* (DOT), available in libraries and many counselors' offices. Have students compare their lists to Teaching Aid 5, Career Ladder. Discuss the lists in class. KEY QUESTIONS: What is your career goal? How can one move up the career ladder? How much education is required for each level? What role does experience play in moving up the career ladder? Can experience be substituted for education and vice versa? What does the term *credential* mean? How do responsibilities differ as one moves up the career ladder?[B][C]

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* TS 2:1 indicates teaching strategy, chapter 2, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

ENTRY-LEVEL

TS 2:3 Ask students to survey local child care centers to determine how many entry-level jobs might be available to high school students as child care aides.[C]

TS 2:4 Have students interview a child care director or teacher regarding the tasks of an entry-level child care aide. If students are in cooperative programs, they may respond in relation to their job situations. Have students share information in class, and have a volunteer record the list of tasks on the chalkboard. KEY QUESTIONS: Which tasks can you perform now? Which tasks are unfamiliar?[C]

LEVEL 2

TS 2:5 Have students estimate the number of associate teacher jobs available within a three mile radius of school. Draw the radius on a city map with a marker and have students use map pins to pinpoint the locations of child care centers within the radius. Students can use the Yellow Pages to find addresses of centers. Have students use small strips of colored paper to record the names of the centers and the types of programs offered. Have volunteers call the centers to determine the number of associate teacher jobs available. Place the map on the bulletin board for future reference.[B][C]

TS 2:6 Lead a class discussion on the associate teacher position. KEY QUESTIONS: What schools in the area offer a two-year program in early childhood education/child development? What is the difference between an associate degree and a Child Development Associate (CDA) credential? How does one receive a credential? What are the responsibilities of an associate teacher?[B][C]

LEVEL 3

TS 2:7 Have students look at college catalogs to see what courses are required for a bachelor's degree program in child development. Lead a class discussion on the differences and similarities in responsibilities of a teacher and an associate teacher. KEY QUESTIONS: What are the differences in education requirements for a teacher and an associate teacher? What other job titles in child care require a bachelor's degree?[C]

TS 2:8 Invite a speaker from an employment agency or the Texas Employment Commission to discuss salary ranges for different levels of child care jobs. Ask the speaker to include job projections for the next five years in the child care field. Have students prepare questions for the speaker prior to class.[C]

LEVEL 4

TS 2:9 Lead a class discussion on professional level jobs in child care. Point out that these specialist positions require a graduate degree or at least three years experience in a Level 3 position. KEY QUESTIONS: What schools in the state offer graduate degrees in child development? What are the responsibilities of an early childhood specialist? Would a person in this position work more with children or adults? Why?[C]

RELATED JOBS

TS 2:10 Ask students to develop a list of related employment opportunities in the child care field. Examples include the following:

- a cook in a child care center
- a recreation leader or assistant
- a salesperson in children's clothes, toys, or shoes
- an employee in a children's clinic
- a playroom attendant at a shopping center, spa, or recreation center

KEY QUESTIONS: What is the salary range for these types of jobs? How much training or education is required?[B]

Desirable Qualities of Successful Child Caregivers

TS 2:11 Have students list the qualities they recall that their favorite child caregiver possessed. Have volunteers share their lists with the class. KEY QUESTIONS: What qualities do you think a good child caregiver should possess? How does your list. compare with the list in the Reference Book? What are evidences that a child caregiver cares and is concerned about children?[B][C]

TS 2:12 Ask students to read Teaching Aid 6, Capacities for Relating to Children, and write examples of what each statement means to them. Have students share their examples aloud in class.[B]

TS 2:13 Divide the class into groups and assign each group one of the traits of successful child caregivers listed on page 11 in the Reference Book. Have each group use the library and other resources to find information about the trait. Have an elected leader from each group share information in an oral report.[B][C]

TS 2:14 Ask students to complete Teaching Aid 7, What Kind of Child Care Aide Am I? KEY QUESTIONS: Which of your answers indicate that you could be a successful caregiver? What areas need improvement? How can you improve these areas?

Getting and Keeping a Job

LOCATING THE JOBS

TS 2:15 Have students read Teaching Aid 8, Sources of Job Information. Lead a class discussion on each source and ask students to describe situations in which the source was actually used to find a job.[B]

TS 2:16 Ask students to look in newspapers and collect advertisements for child care workers. Use the advertisements as a basis for class discussion on how to interpret employment advertisements. Write one advertisement on the chalkboard, and have each student record his or her interpretation.[B]

TS 2:17 Take students on a field trip to the state employment agency office. If a computerized job matching system is available, ask to have it demonstrated for students. Have a counselor at the agency discuss services the agency provides and other sources of information on employment opportunities available in the local community. KEY QUESTION: How does the employment office make use of the DOT (*Dictionary of Occupational Titles*) codes in job matching?

TS 2:18 Arrange for a panel of persons working in child care occupations to visit the class and discuss their jobs. Have students prepare questions prior to the visit. KEY QUESTIONS: How did panel members learn about the job openings? What sources of job information did they use?[B]

MAKING THE CONTACT

TS 2:19 Ask students to read and discuss Teaching Aid 9, Guidelines for Telephoning to Arrange for an Interview. Have students role play using the telephone to request interviews. Have students use Teaching Aid 10, Checklist for Telephone Use, to evaluate the role players. After students have participated in the role play, discuss improvements that can be made.[B]

TS 2:20 Lead a class discussion on the main parts of a job application letter. Show Teaching Aid 11, Job Application Letter, as an example during the discussion.

TS 2:21 Have each student select a job advertisement from a newspaper and write a letter applying for the position. Check the letters for correct grammar and spelling. KEY QUESTIONS: What more would you want to know about the position to help you prepare for an interview? What is the first step to take if you are interested in the position?[B]

TS 2:22 Lead a class discussion on the importance of having a clean, neat appearance when interviewing for a job. Display pictures of various types of clothing and have students identify the clothing that is most appropriate for a job interview at a child care center. KEY QUESTIONS: Why are first impressions important? Is appropriate dress for child caregivers the same as appropriate dress for a job interview? Why?[C]

TS 2:23 Invite a representative from the Social Security Administration to class to explain Social Security requirements and benefits. Ask the speaker to bring applications for Social Security cards to class to be completed by students who do not have Social Security numbers. Ask students to prepare questions prior to class.[B][C]

TS 2:24 Lead a class discussion on the purpose, renewal frequency, and costs involved in health tests that are required for persons working with young children. Arrange for students to tour a public health center to obtain a health certificate if necessary.[C]

TS 2:25 Ask students to interview employers to find out how they use and evaluate personal references given by job applicants. KEY QUESTIONS: Who will you select for a personal reference? Why? Is it important to obtain permission before listing someone as a personal reference? Why?[B][C]

TS 2:26 Display samples of resumes and have students review the sample resume on page 14 of the Reference Book. Ask each student to write a resume.[B]

TS 2:27 Lead a class discussion on the advantages of creating a personal folder to use when applying for a job or going to an interview. The folder should contain items such as the following:

- social security number
- proof of citizenship
- health certificate
- personal resume
- names, addresses, and phone numbers of three personal references
- sample letter of application
- completed sample job application.

Ask students to use Teaching Aid 12, Pocket Resume for Job Interviews, to compile a summary of information commonly asked for when applying for a job. NOTE: Copy the first page of Teaching Aid 12 and copy the second page on back, so some students can cut out the pocket resumes and fold them.[B][C]

FILLING OUT APPLICATIONS

TS 2:28 Display samples of job application forms from child care centers. Provide copies of one of the samples for students to fill out in class. Have students work in small groups to evaluate the neatness, correctness, and appearance of the completed forms.[B][C]

THE INTERVIEW

TS 2:29 Show students Teaching Aid 13, Guidelines for a Job Interview. Lead a class discussion on each point in order to prepare students for job interviews.

TS 2:30 Have students role play interview situations that demonstrate the guidelines listed on Teaching Aid 13, Guidelines for a Job Interview. Videotape the role plays, and play the videotape in class to help students improve their interviewing skills. Play the videotape again with the volume turned down and have students identify nonverbal communication.[B][C]

TS 2:31 Ask students to share past interviewing experiences. KEY QUESTION: What can be done to improve interviewing skills?

TS 2:32 Invite an employer to discuss what employers look for during job interviews. Ask students to prepare questions prior to class.

TS 2:33 Use Teaching Aid 14, Interview Appreciation Letter, as an example of a follow-up letter. Lead a class discussion on the qualities of an acceptable interview follow-up letter. KEY QUESTIONS: Why is it recommended that a follow-up letter be sent? Why should the letter be brief?[B][C]

TS 2:34 Prepare students to enter the Job Interview STAR Event sponsored by Future Homemakers of America. The videotape, Star Event Series: Job Interview, available from the Home Economics Curriculum Center at Texas Tech University, is a useful resource in preparing students for this event.[B][C]

KEEPING THE JOB

TS 2:35 Lead a class discussion on the importance of the period of orientation that new employees usually go through. KEY QUESTION: What questions would you want answered regarding a new job as a child caregiver?

TS 2:36 Have students use Teaching Aid 15, Personal Evaluation of Behaviors Needed for Job Success, to rate their own potential for success. KEY QUESTIONS: Which qualities do you want to try to improve? What plan will you make for improving the qualities?[B][C]

TS 2:37 Ask each student to interview two employers about the qualities an employee must have in order to keep a job. Have students ask the employers to rank the qualities in order of importance. Have students share their findings in class and compile a class list. KEY QUESTIONS: Did the people interviewed give the highest rank to skills or to attitudes? Why?[B][C]

TS 2:38 Lead a class discussion on the meaning and implications of a probationary period. KEY QUESTIONS: How long is a probationary period? If an employee is let go at the end of a probationary period, is it the same as being fired? Why?[B]

ADVANCING IN CHILD CARE CAREERS

TS 2:39 Have students investigate where training in the child care field is available in the local area and share the information in class. KEY QUESTIONS: How often should child caregivers receive in-service training? What types of records must be kept in regards to training? Is there a charge for training sessions? How much time is involved? Is the training offered on weekends or during the evenings?

3

The Child Care Center

ESSENTIAL ELEMENTS

- Apply classroom management and program planning techniques.(f4E)
- Apply principles for maintaining a safe and healthy environment.(f3C)
- Assist with management procedures in the child care setting.(f4F)
- Describe guidelines for communicating with parents/guardians of children.(f2D)
- Identify signs of child abuse.(f2A)
- Describe appropriate procedures for responding to suspected child abuse.(f2B)

OBJECTIVES TO ACHIEVE

- Explain the chain of command in a typical child care center.
- Explain the need for a predetermined reassignment of staff duties in case of emergency.
- Describe and explain typical age and/or developmental groupings in a comprehensive child care center.
- Describe appropriate child care staff interrelationships and appropriate interactions with children and parents.
- List the reporting and record keeping duties of child care staff.
- Identify the personal and center liability concerns of child care.
- Explain the signs of child abuse.
- Demonstrate knowledge of child abuse reporting laws.

ASSIGNMENT

- Read Chapter Three in the *Child Care and Guidance, Management, and Services Reference Book.*

Staff Organization

TS 3:1* Have students view Teaching Aid 16, Child Care Organization Chart. Lead a class discussion on the various jobs listed in the organizational chart. Have students employed in child care centers bring organizational charts from the centers. Have students compare the various charts. KEY QUESTIONS: What purpose do organizational charts serve? How does a child care center use an organizational chart to clarify the chain of command? Does the child care center staff seem to have a clear line of communication? What can be changed to improve the lines of communication? How would you feel about this chain of command if you were the director? the lead teacher(s)? the teaching assistant? the custodian? the parents of enrolled children? In each position, what changes would you like to see made?[B][C]

LEVELS OF RESPONSIBILITY

TS 3:2 Show students Teaching Aid 17, Organizational Patterns to Avoid, which illustrates two mistakes that can be made when establishing organizational structure. KEY QUESTIONS: What happens when a director supervises too many employees? What kind of management style would such a director likely have? What happens when employees are supervised by more than one director? What similar situations have you encountered in positions you have held?[C]

TS 3:3 Have students visit a child care center other than the one in which they are employed and make an appointment with the director to observe the organization and lines of communication of the center. Have students secure permission from the director to ask staff members questions about their positions. At the end of this observation, have students develop organizational charts for the centers. If possible, have students obtain and compare actual organizational charts from the centers. KEY QUESTIONS: What did you learn from the observations? Did you learn more about the chain of command by observing or by asking questions? Did you get conflicting reports from staff members on their positions or the lines of communication used? How was the organization chart you created different from the actual chart? Why is it important to have a clear organizational structure?[C]

TS 3:4 Lead a class discussion on Teaching Aid 18, Development of Job Descriptions. Have students complete job descriptions based on their own employment situations. Provide references on job descriptions for students to use.[B]

STAFF ASSIGNMENTS IN EMERGENCY SITUATIONS

TS 3:5 Have students listen to a panel of child care staff members speak on the importance of safety procedures in a child care center. Have members of the panel discuss specific events in their child care centers that have required emergency procedures. Have students develop a list of questions for the panel prior to the class visit. Have students develop questions on topics such as emergency drills (type, frequency, procedures), notification procedures, student roster location, and safety inspections.[B][C]

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* TS 3:1 indicates teaching strategy, chapter 3, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS 3:6 Have students work in pairs to plan a fire drill or a weather drill procedure for a child care center. Have each pair implement their drill at a child care center. Following implementation, have each pair discuss the results of their drill with the class.[B][C]

How Children are Grouped

GROUPING BY AGE

Infants

TS 3:7 Lead a class discussion on reasons licensing standards require more caregivers to care for infants than for toddlers. KEY QUESTIONS: Why do many child care centers not offer infant care? What are the requirements for infant care in your state?

Toddlers

TS 3:8 Ask students to visit two child care centers and observe at one center toddlers of all ages in one group and at another center, toddlers in two age groups. Following the observations lead a class discussion on the two methods for grouping toddlers. KEY QUESTIONS: Which method seemed to be best for the children? Why?

Preschoolers

TS 3:9 Lead students to brainstorm and list advantages of grouping preschoolers together. Point out that preschoolers are usually four years old and are learning to work together in cooperative learning groups. KEY QUESTIONS: How many preschoolers can be assigned to one teacher in your state according to licensing standards? How would you encourage preschoolers to work in cooperative learning groups?[B]

Kindergarten-age Children

TS 3:10 Lead a class discussion on the differences in programs for kindergarten and preschool-age children. Assign students to investigate kindergarten programs in the local area and report to the class. KEY QUESTIONS: Is learning more structured and formal in a kindergarten program? Why? How many child care centers in the area provide transportation to and from the child's kindergarten? Are the kindergartens in the area operated as half-day or full-day programs?[C]

School-age Children

TS 3:11 Invite a child care center director who offers an extended day program to speak to the class regarding the provisions and activities offered for school-age children. Ask students to prepare questions regarding extended day programs prior to the class.[B][C]

Multi-age Groupings

TS 3:12 Divide the class into cooperative learning groups. Have groups brainstorm for five minutes and record advantages of multi-age groupings. Then have groups brainstorm for five minutes and record disadvantages of multi-age groupings. Have elected group leaders report to the class on the advantages and disadvantages that are listed.[C]

GROUPING BY DEVELOPMENTAL STAGE

TS 3:13 Lead a class discussion on grouping children by developmental stage. KEY QUESTIONS: What are advantages of grouping children by developmental stage? disadvantages? Would children react positively or negatively to the group of children changing frequently? Why?[B]

TS 3:14 Divide the class into two cooperative learning groups to debate whether grouping by age or grouping by developmental stage is better for children. Have each group gather arguments and elect a leader to debate. Have the debaters present their positions and answer questions from the class. KEY QUESTIONS: Why do you believe your way of grouping is better for the children? the staff? the parents? What would a child care center staff need to know to implement each type of grouping? What size group would function best in each type of grouping? How can parents be convinced that one type of grouping is better for their children's social and intellectual development?[B][C]

TS 3:15 Have students observe the type of grouping used in the child care centers where they are working. Have students discuss their observations with the class. KEY QUESTIONS: How did your observation change your view of grouping? After hearing the class observations, which type of grouping would you prefer as a director? as a teacher? as a parent? Why?

Working with Staff, Parents, and Children

STAFF RELATIONSHIPS

TS 3:16 Lead students to brainstorm and list words that describe positive and negative staff relationships. Have a volunteer record the list on the chalkboard. KEY QUESTIONS: How does a positive staff relationship affect the center? How important is the staff's relationship to parents' and children's attitudes? How does a negative staff relationship affect the center? As a child care worker, how would you feel working with a staff that did not cooperate? How does your attitude affect the people with whom you work? Why is it important for every staff member to know his or her part and do that part? How can one staff member's failure to do his or her job affect staff relationships?[C]

TS 3:17 Show students Teaching Aid 19, Decision Making. Lead a class discussion on problem solving (decision making) skills that are needed by child care center staff. Give each student one of the following problems to solve. Have students write solutions and share their problems and solutions with the class.

- Eduardo and Sylvia are in charge of a class of students. Eduardo comes to work late each morning, leaving Sylvia in charge and alone with the students for thirty minutes to an hour. Sylvia is usually responsible for at least twenty children and she has to greet each child and their parents. Sylvia and Eduardo have been friends for four years. What can Sylvia do to solve this problem?
- Dorothy is a nurse at the center. You do not like her because she constantly makes sarcastic remarks about you and other staff members. You begin to feel that she is detrimental to the staff. What should you do?
- Your co-teacher, John, has a way of disciplining the children in your classroom that you feel is too harsh. Whenever you mention this to him, he ignores your comments. You feel that he is wrong. What should you do?[B][C]

RELATIONSHIPS WITH PARENTS

TS 3:18 Have students read Teaching Aid 20, Communication, to get ideas for one-way and two-way communication with parents. Explain the importance of communication within the parent/staff relationship. One-way communication informs parents about happenings and plans at the center. Two-way communication allows parents and caregivers to communicate about their perceptions of the child's progress and concerns related to the child's behavior or development. KEY QUESTIONS: How does good communication affect the parent/staff relationship? What important information can parents gain through such communication? staff? Is one-way or two-way communication most beneficial? Why?[B]

TS 3:19 Divide the class into investigation teams. Have each team visit a local child care center and observe alternate forms of staff/parent communication. Have students arrange with the director to try a new form of communication such as one of those listed on Teaching Aid 20, Communication, or one students develop themselves. Then, have the teams provide the materials needed to carry out this communication process. Have the teams report the results to the class. KEY QUESTIONS: How would this form of communication improve the staff/parent relationship? As a parent, why would you like this form of communication? as a staff member? as a director?[C]

TS 3:20 Have each student write a one-half page summary about an ideal parent/staff relationship. Have them include five ways in which staff and parents can achieve this relationship.[B]

WORKING WITH CHILDREN

TS 3:21 Have students read Teaching Aid 21, Children Learn What They Live. KEY QUESTIONS: How does this poem apply to the staff/child relationship? Why is the staff/child relationship important? How do staff relationships and staff/parent relationships affect staff/child relationships?[B]

Reporting and Record Keeping

TS 3:22 Have students review Teaching Aid 22, Accident Report Form. Lead a class discussion on the importance of accident reports. KEY QUESTIONS: Why is it important for the director to be aware of any accidents? Why is it important to file accident reports at the center? Why is it important to inform parents about accidents?[B]

TS 3:23 Have students set up card files on the children in one classroom at a child care center. Have the staff write down observations on each child. The observations might relate to behavior, activity level, activities participated in, length of nap, foods eaten, physical discomforts, or toileting or diapering habits. It is important for the staff to remember to avoid labeling children with terms such as *good*, *bad*, or *stupid* as they record the observations. The staff should describe exactly what is seen. At the end of each day, have students or staff place the cards in or near the children's lockers where they will be available to parents. At the end of two weeks, have students report to the class on the effects of the observation cards on staff and parents.[C]

LIABILITY CONCERNS IN CHILD CARE

TS 3:24 Have students listen to a panel speak about the possibility of liability cases in child care. Include professionals such as a lawyer, insurance agent, and doctor on the panel. Have the speakers include information on determining criminal liability and civil liability, including contract liability, tort liability, and product liability. Have each student prepare three questions regarding liability before the panel's visit.[B][C]

TS 3:25 Have each student complete Teaching Aid 23, Case Study in Liability. Lead a class discussion on each question after students complete the assignment.[B]

CHILD ABUSE AND NEGLECT

Signs of Child Abuse

NOTE: Caution should be taken when teaching about child abuse. Some students in the class may have been victims of abuse, and some types of abuse may be viewed by school administrators as sensitive areas for classroom discussion.

TS 3:26 Have students view Teaching Aid 24, Types and Signs of Child Abuse. Divide the class into cooperative learning groups to read current newspaper articles about child abuse cases. Have each group highlight the signs or identifying characteristics of abuse. KEY QUESTIONS: Why is it important for the community to be concerned about child abuse? Why should child care workers be concerned about child abuse? What signs in the newspaper articles lead you to identify abuse? Why is it important for child care workers to recognize differences in signs of abuse and signs of accidents?[B]

TS 3:27 Have students listen to a speaker from the local Child Protective Services discuss common signs of child abuse. Have the speaker discuss actual child abuse cases and describe how and by whom they were identified. Also, have the speaker offer suggestions on how to avoid confusing cases of clumsiness and accidents with those of abuse. Have each student prepare questions in advance for the speaker.[B]

TS 3:28 Have students view Teaching Aid 25, Abusive Parents. KEY QUESTIONS: Why is it important to identify both the parents and the abused child? Why is it important to identify behavioral as well as physical signs of abuse? If you were the caregiver of an abused child who was also a behavior problem in class, how would you feel? How could you deal with this? What could you do to help the child with his or her behavioral problems? What if every person or role model in the child's life had similar behavioral traits?

TS 3:29 Have each student work with a partner to identify examples of verbal abuse that could contribute to negative behavior of children. An example of verbal abuse is "You don't ever do anything right." Lead students to brainstorm for positive responses. Share examples with the class.[C]

TS 3:30 Have each student think of a situation of child abuse (real or hypothetical). Tell students to write short papers discussing the situations. The papers should include signs and procedures of identification of abuse, age of the child, sex of the child, and behavior and appearance of the child. Have each student trade his or her case study with a classmate. Have each student role play the part of a preschool teacher who cares for sixteen children, including the abused child. It is the last month of the school year, and the teacher is tired and ready for summer. The abused child enrolled last week and has attended only two days of class. Today, the principal brought by a stack of papers for the teacher to complete by the end of the semester. The teacher thinks, "I cannot take on any more responsibility!" About that time, the abused child enters as described in the case study. KEY QUESTIONS: What are alternatives for dealing with this case? How will each of these alternatives affect you? the child? the family? the school? Which alternative do you prefer? Why? What if people who came in contact with this child chose the same alternative? How might the child feel? How will this decision affect the opinions of your peers and friends?[B][C]

Child Abuse Reporting Laws

TS 3:31 Invite an attorney to talk with students about who is responsible for reporting child abuse. Ask the speaker to discuss laws relating to child abuse and to emphasize the consequences of not reporting suspected abuse. Ask each student to prepare a one-page written report summarizing the information given by the speaker.[B][C]

4

Influences on the Development of Children

ESSENTIAL ELEMENTS

- Describe factors affecting the growth and development of young children.(f1A)
- Describe guidelines for communicating with parents/guardians of children.(f2D)
- Describe appropriate procedures for responding to suspected child abuse.(f2B)

OBJECTIVES TO ACHIEVE

- Explain how the physical, social, emotional, and mental/intellectual development of children is affected by the family.
- Identify problems experienced by single-parent families and blended families.
- Describe the impact of divorce, family violence, and illness or death of a family member on children and families.
- Describe the impact of a family's ethnic background, religion, income level, and mobility on the development of children.
- Explain ways in which playmates, television, culture, and social institutions affect development of children.
- Consider ways for child caregivers to communicate with parents to aid the development of their children.

ASSIGNMENT

- Read Chapter Four in the *Child Care and Guidance, Management, and Services Reference Book.*

Family Influences on Child Development

TS 4:1* Have students work in pairs to list ways the family influences a child's physical, social, emotional, and mental (cognitive) development. Share the lists in class. Have students compare the lists to Teaching Aid 26, Family Influences on Development.[B]

PHYSICAL DEVELOPMENT

TS 4:2 Ask students to read Teaching Aid 27, Bonding Techniques. Lead a class discussion on what might result if inadequate bonding occurs.[B]

TS 4:3 Have students write definitions of the term *heredity*. Lead a class discussion about the ways heredity factors influence children's growth. KEY QUESTIONS: Does heredity alone determine a child's height and weight potential? Why? What other factors can influence physical growth?[B]

SOCIAL DEVELOPMENT

TS 4:4 Lead a class discussion on ways family members relate to each other. Ask students to write down five descriptive statements about their family. Examples of descriptive statements are as follows:

- My family demonstrates affection.
- My family members are reserved with each other.
- My family is very sociable.
- My family is supportive.
- My family members go their own separate ways.

Ask volunteers to share statements with the class. KEY QUESTIONS: How has the pattern of relationships in your family influenced your development? When you establish a family, what patterns will you continue? Which patterns would you like to change?[B][C]

TS 4:5 Show students a film from the Health Department that depicts how a child's environment impacts social development. Have students write brief summaries of the film. Allow students to volunteer to share personal examples of the influence of environment on themselves.[B][C]

TS 4:6 Invite a social worker to speak to the class on the importance and influences of the home environment on the social development of the child. Have students prepare questions in advance.[B][C]

TS 4:7 Lead students to brainstorm and list their ideas of desirable and undesirable environments for children. KEY QUESTIONS: How can child caregivers create an environment that promotes social development? How can parents of an only child provide social development opportunities?

* TS 4:1 indicates teaching strategy, chapter 4, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS 4:8 Read aloud to the class Teaching Aid 28, All I Ever Really Needed to Know I Learned in Kindergarten. Have students react to the article and relate their own recollections of kindergarten.[B]

TS 4:9 Direct students to locate and report on newspaper and magazine articles that describe positive and negative examples of the influence of the family on social development.

- positive example – Religious affiliations of the family may promote social development.
- negative example – Sex role stereotyping may impede social development.[B]

TS 4:10 Ask students to interview people of different ages, both inside and outside the classroom, about their siblings. Help students develop a set of questions in class, focusing on the type of relationship the siblings have and how their siblings have influenced their lives. KEY QUESTION: How can parents or caregivers help make sibling influences positive?[B]

TS 4:11 Have students do library research on family birth order influences. Divide the class into cooperative learning groups according to birth order in their families: oldest children, middle children, and youngest children. Have each group select a leader and a recorder. Ask each group to list the advantages and disadvantages of their position in the family. Have each group identify qualities, privileges, or special responsibilities usually associated with their position. Allow recorders to report for the group. Have students develop conclusions in class based on the reports.[C]

EMOTIONAL DEVELOPMENT

TS 4:12 Use Teaching Aid 29, Show Love and Affection by Positive Responses, to begin a class discussion on the importance of families and child caregivers building a child's self-concept through positive responses. KEY QUESTIONS: Can a caregiver give positive responses to a child who is behaving negatively? Would a negative response by a family member or child caregiver improve the child's behavior? Why?

MENTAL DEVELOPMENT

TS 4:13 Ask each student to bring to class a toy or game that could be used in everyday family activities by young children to stimulate mental development. Lead a class discussion on why each toy or game stimulates mental development. KEY QUESTIONS: Is it necessary to purchase expensive toys and games to stimulate mental development? How can parents and caregivers help children learn about the world?[C]

TS 4:14 Show students Teaching Aid 30, Ways to Involve Parents. Lead a class discussion on how involving parents with various activities may encourage the parents to become more involved with their children's educations.

TS 4:15 Have students view Teaching Aid 31, Discipline Styles. Lead a class discussion on different styles of discipline that parents use with their children. KEY QUESTIONS: Which style of discipline would promote a child's development of conscience during preschool years? Why? Which style would promote good moral development? Why? How do children learn to choose between right and wrong?[C]

Family Differences and Child Development

TS 4:16 Assign each student a television program that depicts family life. Have each student view at least one episode of the assigned program and report on what type of family was depicted (nuclear, extended, single parent, or blended). KEY QUESTIONS: What are the relationships depicted in the show? How similar are the families portrayed to families in real life? Are the influences on the children positive or negative?

TS 4:17 Invite a family counselor or child psychologist to speak to the class concerning the effects of transitions within a family on the children. Request that the speaker deal primarily with recognizing evidence in children's behavior that indicates difficult changes are occurring at home. Also, ask the speaker to discuss ways in which caregivers can offer support to children during these transition periods. KEY QUESTIONS: How can caregivers identify family transition points in a child's life? How should caregivers respond to the child's special needs during different types of transitions? NOTE: Examples of transitions include birth of a new sibling, moving to a different location, serious illness of a family member, death of a parent or grandparent, divorce of parents, and remarriage of parents.[C]

SINGLE-PARENT FAMILIES

TS 4:18 Show students Teaching Aid 32, Single Parents. Lead a class discussion on the unique problems facing each type of permanent and temporary one-parent families. Have students identify the problems these families have in common. KEY QUESTION: How can caregivers or center policies support single parents?[B]

TS 4:19 Use Teaching Aid 33, Concerns of the Single Parent, to begin a class discussion on the problems listed and possible solutions for each problem. Ask students to list possible advantages for parents and children in single-parent households. KEY QUESTION: How does living in a single-parent family affect children?[B]

TS 4:20 Write out on index cards scene descriptions for role plays. Distribute the cards to students. Assign roles and ask students to role play ways a single parent might solve the following problems:

- Ex-spouse tries to buy the love of the children.
- Children are impressed by other parent's lifestyle or new mate.
- Parent cannot provide everything children want.
- Children do not approve of parent dating.
- Child needs adult role model of opposite sex.
- Child is emotionally affected by the death of a parent.

Lead a class discussion on the solutions presented. Ask students to suggest additional and/or better solutions.[C]

BLENDED FAMILIES

TS 4:21 Arrange for students to interview parents who have remarried. Have students cite problems or areas of stress the blended families face in financial matters, emotional pressures, discipline of children, and changing family patterns. KEY QUESTIONS: How does remarriage affect the family? What factors might be stressful for the children when two families are blended?[B]

TS 4:22 Invite members of blended families to participate in a panel discussion on the positive and negative factors of their family situations. Ask students to prepare questions in advance of the panel presentation. KEY QUESTION: How might the children's views of positive and negative factors differ from those of the adults?[B][C]

TS 4:23 Ask students to locate children's literature that refers to single parents, divorce, and/or blended families. Let students read the stories aloud in class. KEY QUESTIONS: For what age child is each story appropriate? Why?[B][C]

ETHNIC BACKGROUND

TS 4:24 Have students develop and use a list of questions to interview persons from different ethnic backgrounds. List differences in the areas of music, apparel, type of family (extended or nuclear), child rearing practices, and food selections. Have students share their findings with the class.[B]

TS 4:25 Have students organize and attend individual or group activities to enhance understanding of other ethnic groups. Activities may include visiting churches or attending community celebrations. NOTE: This activity could be an FHA/HERO sponsored event. KEY QUESTION: If you were going to invite someone to an event that showed your heritage, what would it be?[C]

TS 4:26 Ask students to develop and demonstrate activities, games, stories, or art projects that reinforce the ethnic backgrounds of preschoolers. Have students present their projects in class and try them with children.[B][C]

RELIGION

TS 4:27 Ask each student to list his or her family's special practices, celebrations, and/or rituals related to religion. Lead a class discussion on the significance of these customs to different family members. KEY QUESTIONS: How can learning more about different religious practices help one to better understand different cultures? How are these activities passed on to children?[B][C]

INCOME LEVEL

TS 4:28 Ask students to watch television programs and advertisements directed toward children. KEY QUESTIONS: What economic lifestyle is most often depicted? What safeguards have been included for the self-esteem of children whose families cannot afford the lifestyle shown? How can caregivers help children build a sense of worth that is not measured by money or possessions?

TS 4:29 Invite a person from a child welfare agency, or a similar agency that provides assistance to disadvantaged children, to speak to the class about the special needs and problems of economically disadvantaged children. Have students prepare questions for the speaker in advance.[B][C]

TS 4:30 Have students research different agencies or organizations in the community that assist families and/or children living in poverty. Have students report to the class and compile a list for future reference.[B]

MOBILITY

TS 4:31 Lead a class discussion on special problems children may have when their parents move frequently in order to find work. KEY QUESTIONS: What can caregivers do to help new children adjust? How can children be made to feel comfortable in new surroundings with strangers? What benefits do these children gain from moving?[B]

DIVORCE

TS 4:32 Have students locate current statistics on divorce in the United States and present them to the class. KEY QUESTIONS: What percentage of marriages end in divorce? How might parent reactions to divorce or separation affect children?[B]

TS 4:33 Arrange for groups of students to attend a custody hearing, divorce court session, or single parents' meeting. Each group of students should prepare a report for the class concerning the observations they made. KEY QUESTION: What impact might a marital breakup have on children?[B]

TS 4:34 Invite a panel of divorced fathers to speak to the class. The panel could include a father who does not have custody of his children but visits them regularly, a father who has custody of his children, and a father who does not interact with his children. Ask the panel to discuss the special problems they and their children have had and how those problems have been resolved. KEY QUESTION: What types of relationships do children have with their fathers after divorce or separation?[B][C]

TS 4:35 Lead students to brainstorm ways caregivers can help children cope with stress. Have students compile a list of guidelines for use with children who are exhibiting signs of developmental regression.[B]

FAMILY VIOLENCE

TS 4:36 Invite a representative from Children's Protective Services or Adult Protective Services to discuss family violence with the class. Ask students to prepare questions in advance. KEY QUESTIONS: Does family violence occur more frequently today than in the past? Why? How can caregivers support families in which there is potential for violence? What types of people are most likely to become violent under stress?[B]

ILLNESS OR DEATH IN THE FAMILY

TS 4:37 Conduct a class survey on students' experiences with death, such as death of a friend, relative, casual acquaintance, or pet. Ask students to express their feelings and thoughts about the experience. KEY QUESTIONS: How does death affect the family? Does the type of death (suicide, accident, terminal illness) affect the family differently? Why? What impact does death have on young children?[C]

TS 4:38 Lead a class discussion on the grief process including the stages of denial, bargaining, anger, depression, and acceptance. Ask students to contrast how adults and children might react in each stage. KEY QUESTION: How can caregivers show sensitivity to the needs of children or families in times of grief?

Other Influences on Development

TS 4:39 Have students use Teaching Aid 34, Influences on Child Development, to interview the parents of preschool-aged children. Instruct students to develop profiles of the children based on the answers received. KEY QUESTIONS: Based on the profile, does one factor appear to have a greater positive influence on the child than other factors? Does one factor appear to have a greater negative influence on the child?[B][C]

PLAYMATES

TS 4:40 Ask students to observe the influence of peer pressure on children in a child care or kindergarten setting. Have students record their observations and report to the class. KEY QUESTIONS: How many instances of positive peer pressure were reported? How many instances of negative peer pressure were reported?[B]

TELEVISION

TS 4:41 Have students read at least two recent articles concerning the effects of television on children. Have students watch one episode of any television program mentioned in the articles. Then instruct students to write summaries of the articles, including their personal reactions after watching the programs. KEY QUESTIONS: What effect is television having on the development of children? How can these effects be determined?[B]

TS 4:42 Ask students to observe children in commercialized areas such as a grocery store, cereal aisle, or toy store and record examples of the effects of television commercials on children in these areas. KEY QUESTION: Why should adults become aware of the effects of television on children?

CULTURE AND SOCIAL INSTITUTIONS

TS 4:43 Ask students to design a bulletin board that portrays different customs or traditions for a child care center. Lead a class discussion on ways in which different holidays and other special occasions are celebrated within various cultures. KEY QUESTIONS: Why is knowledge of cultural customs and traditions important to people who work with children? How can caregivers help instill pride in children from various cultures? How can caregivers learn more about other cultures?[B]

TS 4:44 Have students plan a cultural fair at a child care center or kindergarten. Students should vote on which culture to present, find pictures or examples of native costumes or dress, and research types of food representative of that culture. Students should also research a dance or game typical to the culture. Have students present a short program on the selected culture complete with appropriate refreshments and have the children participate by learning the dance or game.[B][C]

Communication with Families

TS 4:45 Ask each student to describe one positive and one negative interaction that could take place between a parent and a caregiver when the parent leaves or picks up a child at a center. Have students cite actual instances they have seen at work or in the laboratory.

TS 4:46 Have students view Teaching Aid 35, Ways to Communicate with Parents. Lead a class discussion on the importance of communication between parents and the child care center. Ask students to add to the list ways centers can keep parents informed.

5

A Wholesome Child Care Environment

ESSENTIAL ELEMENTS

- Analyze the components of a stimulating environment.(f3B)
- Describe factors affecting the growth and development of young children.(f1A)
- Apply classroom management and program planning techniques.(f4E)
- Summarize the need for proper climate control and lighting.(f3A)
- Apply principles for maintaining a safe and healthy environment.(f3C)

OBJECTIVES TO ACHIEVE

- Explain how indoor and outdoor space can be used best to contribute to the development of children.
- Determine types of furnishings, equipment, and supplies which create a wholesome child care environment.
- Describe the type of emotional child care environment which is healthy for children and contributes to other areas of development.
- Analyze factors that contribute to a quality social environment in a child care program.
- Explain factors that contribute to a quality mental/intellectual environment in a child care program.

ASSIGNMENT

- Read Chapter Five in the *Child Care and Guidance, Management, and Services Reference Book.*

Physical Environment

TS 5:1* Have each student draw a sketch entitled "What is Wrong Here?" depicting a child care environment containing physical items which are inappropriate for children. Examples may include the height of furniture, space, safety hazards, and lack of personal space. Instruct students to exchange sketches. Have each student list appropriate items depicted in each sketch. KEY QUESTIONS: Why would the items listed as inappropriate be a problem for children? for parents? for teachers and staff? Would the room illustrated meet licensing standards? Why? Is there a good traffic flow in the room? What should be changed to make the room more suitable for children?[B]

TS 5:2 Have students calculate both minimum and desirable space for child care facilities by completing Teaching Aid 36, Calculating Space Requirements. Lead a class discussion on the answers.[B]

THE BUILDING

TS 5:3 Arrange for each student to observe at a local child care facility and complete information on Teaching Aid 37, Physical Plant Observation. Have students report their findings to the class. KEY QUESTIONS: What changes did you recommend? Why? What other solutions are possible?[B]

TS 5:4 Lead a class discussion on the types of buildings in which child care facilities operate. KEY QUESTIONS: Must a building be new or specially designed for child care? Why? Why are most child care centers located on the ground level?

TS 5:5 Show students Teaching Aid 38, Light Sources. Lead a class discussion on methods for achieving proper lighting in child care facilities. KEY QUESTIONS: What effect does lighting have on a child's health? How does light create mood or define an area? What kinds of lighting can be used to define an area needing soft lighting? Where are bright lights needed? What can be located in direct sunlight? indirect sunlight?[B]

INDOOR SPACE

TS 5:6 Ask students to list types of activities that require indoor space at a child care facility. Lead a class discussion on activities that require the most space and those that require the least space. Students can observe some uses of indoor space by completing Teaching Strategy 5:3. Point out that space use should be planned so that children can be as independent as possible.[B]

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* TS 5:1 indicates teaching strategy, chapter 5, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Arrival and Departure Area

TS 5:7 Ask students to estimate the amount of space needed for an arrival and departure area in a child care facility that has fifty children enrolled. The arrival and departure area should include sign-in/sign-out sheets for parents; parent bulletin board for announcements, lists of daily activities, menus, and descriptions of special events; and storage boxes and/or lockers for each child.[B]

TS 5:8 Lead a class discussion on why children must only be released to parents or authorized persons. Have students locate news articles related to problems encountered by child care facilities when children are released to unauthorized persons. Have students bring articles related to child care to class during the entire semester. Set up a major topic filing system and have students file the clippings for future reference.[B]

Emergency Area

TS 5:9 Have students who observed child care facilities in an earlier activity report to the class on the type of emergency areas used in the facilities they saw. KEY QUESTIONS: Why should a separate area be designated for use by a sick or injured child? What supplies should be located in the emergency area?

Activity Areas

TS 5:10 Ask each student to design two storage units that could serve as activity area dividers. Have each student exchange designs with another student and then evaluate the designs for safety, multipurpose features, accessibility by adults and children, durability, and easy maintenance.[B]

TS 5:11 Have students view Teaching Aid 39, Methods for Noise Control. Ask students to suggest other methods or techniques for controlling noise levels for more effective learning centers. KEY QUESTIONS: How does noise level affect the emotional and social environments? the mental/intellectual environment?[C]

TS 5:12 Lead a class discussion on the importance of providing stimulation of the five senses for children, including infants. Divide the class into small cooperative learning groups, and lead them to brainstorm and list inexpensive ways to achieve stimulation of the five senses for toddlers. Have each group elect a leader to report their suggestions to the class.[B][C]

Toileting Areas

TS 5:13 Have students study Teaching Aid 40, Designing Toileting Areas. Lead a class discussion on the guidelines for toileting areas. Divide the class into cooperative learning groups and ask each group to develop a design that incorporates the guidelines and is appropriate for use by forty children. Have each group present their plan to the class. Have the class vote on the design that best incorporates the guidelines listed on the teaching aid.[B]

Food Preparation and Serving Areas

TS 5:14 Show students pictures of food preparation and serving areas in several local child care facilities. Have students compare the pictures with the state minimum standards and local guidelines for these areas. KEY QUESTIONS: Is the serving area furniture appropriate in size? Does the serving area encourage children to be independent? How? Does the preparation area appear to meet health and safety standards?[B]

Sleeping Areas

TS 5:15 Review with students the state and local guidelines on sleeping areas for young children in child care centers. KEY QUESTIONS: What are the guidelines for sleeping areas in relation to the health of children? What procedures can encourage the children's independence at nap time? How much space should be left between cots or mats?

TS 5:16 Lead a class discussion on ways in which sleeping areas in child care centers differ for infants and toddlers. KEY QUESTIONS: How much time can very young children be allowed to spend in cribs while awake? What other equipment or furnishings are necessary in an infant sleeping area?

OUTDOOR SPACE

TS 5:17 Have students work in small cooperative learning groups to read and discuss the case studies on Teaching Aid 41, Use of Outdoor Space. Have each group select a leader and a recorder to report the group's solutions to the class.[B][C]

TS 5:18 Arrange for students to visit a local child care facility's outdoor space. Have each student draw an illustration of the space as it exists then redraw it to include guidelines suggested on page 48 of the Reference Book. Have students share their original and revised plans with the class. Lead a class discussion on the changes made and how the changes will improve the outdoor space.[B]

FURNISHINGS

TS 5:19 Have students use Teaching Aid 42, Furnishing Templates, as a pattern for making cutouts of child care center furnishings on poster board. Instruct students to use the cutouts to arrange floor plans for child care facilities on sheets of butcher paper. KEY QUESTIONS: Do the floor plans follow the guidelines listed in the Reference Book? Would the floor plan be comfortable for both adults and children? Why?[B]

Tables and Chairs

TS 5:20 Obtain catalogs containing pictures and current prices of furniture for child care facilities. Have students look for tables and chairs in several catalogs and compare the costs of various types, such as wood and plastic. KEY QUESTIONS: Which type of furniture would be most durable? easiest to clean? easiest to move? Which furniture would be most economical? most expensive? What are the advantages of tables with adjustable legs?[B]

TS 5:21 Lead a class discussion on features that should be considered when selecting chairs for a child care facility. KEY QUESTIONS: Is the ability to stack chairs an advantage? Why? Should chairs of varying heights be provided for children of different sizes? Why?

Storage Units

TS 5:22 Have students look at various types of storage units in catalogs containing furniture for child care facilities. Ask students to determine if the different items meet the recommendations in the Reference Book and explain why. KEY QUESTIONS: Is the storage unit sturdy? Would children be able to reach their coats or sweaters? Is there a shelf or space to store personal items?[B]

TS 5:23 Lead a class discussion on outdoor storage needs. Ask students who have observed or worked at child care facilities to describe the types of outdoor storage they have seen. KEY QUESTIONS: Did the children have easy access to equipment? Was the outdoor storage weatherproof? What method was used to let the children know where to store things?[C]

Cribs

TS 5:24 Ask each student to write a paragraph listing and describing crib safety and sanitation features. Features should help prevent the spread of germs. Students can use *Consumer Reports* magazines or buying guides to determine the safety and sanitation features that are checked on and reported to the public.[B]

Other Furnishings

TS 5:25 Assign students to small cooperative learning groups and lead them to brainstorm for five or ten minutes on other furnishings that would be useful in a child care facility. Have each group elect a leader to report to the class.[C]

TS 5:26 Divide the class into cooperative learning groups. Have each group use Teaching Aid 42, Furnishing Templates, as a pattern for making cutouts of child care center furnishings on poster board. Have one student in each group draw a large floor plan for a child care facility. Instruct each group to use the cutouts to arrange the furnishings. Have each group elect a leader to present and explain the arrangement to the class. KEY QUESTIONS: Does the floor plan follow guidelines listed in the Reference Book? Would the floor plan be comfortable for both adults and children? Why?[B][C]

EQUIPMENT AND SUPPLIES

TS 5:27 Ask students to write definitions of the terms *equipment* and *supplies* as related to a child care facility. Have students compare the definitions with those given on page 50 of the Reference Book and list examples of both equipment and supplies used in a child care center.[B]

Equipment and Supplies for Infants

TS 5:28 Have each student write a one page report on toys that could be used to provide stimulation for infants. Each paper should contain at least three specific examples and tell how each provides stimulation.[B]

TS 5:29 Ask students to individually visit the infant section in a department store and list the supplies and equipment that would provide good stimulation for infants. Have students report to the class on their findings. KEY QUESTIONS: Were the colors bright or pastel? What was the most expensive item? the least expensive? Were the items washable?[B][C]

Equipment and Supplies for Toddlers

TS 5:30 Show students Teaching Aid 43, Age-Appropriate Toys and Play Equipment. Lead a class discussion on appropriate toys for toddlers. KEY QUESTIONS: Based on observations, can a caregiver incorporate other appropriate toys? Should a lot of toys be available at any given time for toddlers? Why?[B][C]

TS 5:31 Invite a child care instructor from a postsecondary school to speak to the class on appropriate toys for infants and toddlers. Ask the speaker to share ideas for and demonstrate inexpensive toys that can be handmade or provided by child care workers. Ask students to prepare questions prior to the speaker's visit.[B]

TS 5:32 Lead a class discussion on playground equipment and supplies suitable for toddlers. KEY QUESTIONS: How much supervision is necessary for the safety of toddlers using playground equipment such as stairs and slides? Why should toddlers' play be separate from the play of older children?

Equipment and Supplies for Preschoolers

TS 5:33 Lead a class discussion on the importance of selecting games and toys that help develop preschoolers' large motor skills. Have students suggest types of games and equipment that will enhance large motor skill development.[B][C]

TS 5:34 Have each student use a tall cardboard oatmeal box to make a "feely box." Instruct students to construct the boxes as follows:

- Trim the top of the box neatly.
- Cut the toe off of a white athletic sock.
- Place the cut edge of the sock around the top of the box and attach using glue.
- Put interesting "feelies" such as small squares of sand paper, coins, rocks, cotton balls, paper clips, and rubber bands into the box. (Preschoolers will place their

hands through the sock opening to feel the items in the box without seeing them.) Boxes may follow a theme such as a nature feely box, a toy feely box, or a texture feely box. Arrange for students to visit a child care center and observe as preschoolers touch the objects inside the feely boxes. After several children feel the objects, have students empty the boxes so children can see what is inside.

TS 5:35 Invite the manager of a toy store or toy department to speak to the class and exhibit samples of toys and games appropriate for different ages of children. Have students identify the toys appropriate for preschoolers and explain the reasons for their selections. Ask students to prepare questions in advance of the speaker's visit.[B]

Equipment and Supplies for Food Service

TS 5:36 Have a few students volunteer to visit a child care facility during meal time. Ask students to report to the class on the kinds of equipment and supplies used by the children. KEY QUESTIONS: What size was the equipment? Was the size appropriate for the children using it?

Emotional Environment

TS 5:37 Have students observe in a child care facility for two hours. Have students record the number of times they see the following emotions expressed by the children: anger, fear, jealousy, aggression, and affection. Have students list the behaviors used to express these emotions, such as hitting and crying. Lead a class discussion on the observations.[B][C]

TS 5:38 Have students observe children expressing emotion in public places. Lead a class discussion on the observations. KEY QUESTIONS: How did you feel? How do you think each child felt? How do you think the parents felt? How would you have handled the situation differently? Why?[C]

TS 5:39 Have students observe the overall emotional environment of a local child care facility. Ask each student to write a one page summary of the relationships exhibited by the staff toward each other, the parents, and the children. KEY QUESTIONS: How does the staff's behavior influence the children's emotional behavior? emotional development?[B][C]

Social Environment

TS 5:40 Lead a class discussion regarding how the physical arrangement of a child care facility influences the social development of children.[C]

TS 5:41 Lead students to brainstorm and list toys and games that would encourage social interactions between toddlers and preschool children. Have students list toys that would promote group play and individual play. KEY QUESTIONS: In what circumstances would individual toys be appropriate? Why? In what circumstances would toys that encourage interaction be beneficial for children?[B]

Mental/Intellectual Environment

TS 5:42 Lead a class discussion on why excessive noise and cluttered, unplanned settings are detrimental to the intellectual development of children. Have students identify a situation that would be detrimental to children's intellectual development and propose alternatives that would improve the environment.[C]

TS 5:43 Lead a class discussion on various types of toys that promote intellectual development. KEY QUESTIONS: How does each toy contribute to intellectual development? What other toys contribute to the intellectual development of children? Why?[C]

6

Health Awareness and Response

ESSENTIAL ELEMENTS

- Describe factors affecting the growth and development of young children.(f1A)
- Apply principles for maintaining a safe and healthy environment.(f3C)
- Apply procedures and policies in a child care setting.(f4A)

OBJECTIVES TO ACHIEVE

- Explain the importance of good health for children and child caregivers.
- Describe the characteristics of a healthy child.
- List easily identifiable symptoms of illness in children.
- Identify communicable diseases that are common in group child care settings.
- Explore alternatives for caring for sick children of employed parents.
- Summarize appropriate caregiver response when a child becomes ill.
- Explain appropriate care of children with chronic, disabling, or progressively severe illnesses.

ASSIGNMENT

- Read Chapter Six in the *Child Care and Guidance, Management, and Services Reference Book.*

Importance of Good Health

TS 6: 1* Have students read Teaching Aid 44, Health Habits Case Study. Have each student list the positive health habits the caregiver in the case study is reinforcing for children. Have students share the lists in class.[B]

* TS 6:1 indicates teaching strategy, chapter 6, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS 6:2 Ask students to describe instances in which child caregivers they have observed reinforced health practices by words or actions. Lead a class discussion on the importance of the caregiver being a role model for children. KEY QUESTIONS: How does a child's poor health affect various types of development? How can caregivers reinforce health practices?[B]

TS 6:3 Review with students the importance of the required physical examination and health card or doctor's certificate child caregivers must have. KEY QUESTIONS: Do you have a current health card? Did you answer all questions, both verbally and written, carefully and honestly?[C]

TS 6:4 Lead students to brainstorm and list things that can affect a child's health. Have students share the lists and categorize them on the chalkboard according to the following topics: childhood diseases, injuries, physical abuse, mental abuse, and neglect. NOTE: Chapters 7, 8, and 9 are related to health and safety.[B]

Health Awareness

TS 6:5 Have students work in cooperative learning groups to create activities for children that reinforce or teach good health habits. Students might use puppets, activity cards, role plays, stories, or rhymes.[B]

CHARACTERISTICS OF A HEALTHY CHILD

TS 6:6 Lead a class discussion on the characteristics of a healthy child. Obtain several daily health check forms used by local child care facilities. Display the forms and discuss them with students. KEY QUESTIONS: Why should a child's health be recorded or checked daily? Which daily health check form would be easiest to use? Why? least time consuming? Why?

TS 6:7 Invite a panel of child caregivers from different facilities to speak to the class regarding the type of health check that is conducted daily with children. Ask students to prepare appropriate questions prior to the panel discussion.[B]

RECOGNITION OF ILLNESS

TS 6:8 Lead a class discussion on how to recognize the symptoms of illness that children may display. KEY QUESTIONS: Can you recognize each of the symptoms listed in Chapter 6 of the Reference Book? How can a child be encouraged to describe discomfort and where it is located?[B]

TS 6:9 Have students define and recognize differences in contagious and infectious diseases. Ask students to study Table 6.1 on page 68 of the Reference Book. KEY QUESTION: In what ways can a child caregiver help control the spread of contagious diseases?[B]

DISEASES FOUND IN GROUP CHILD CARE SETTINGS

TS 6:10 Ask students who have worked in child care facilities to relate how the facilities dealt with sick children. KEY QUESTIONS: What precautions should be taken to prevent the spread of disease? Should sick children be allowed to stay at the facility? Why? Should sick children be isolated from children who are not sick? Why? How and when should parents be notified that their child has a contagious disease?[B]

TS 6:11 Obtain the most recent copy of the Minimum Standards for Day Care Centers published by the Department of Human Services, Austin, Texas. Review with students the physical health section emphasizing the importance of the following:

- evidence that the child is physically able to enter the child care program
- current immunization records for each child
- record of child's test for tuberculosis, if recommended by local health authorities
- rules for dealing with an ill or injured child
- rules for administering medication
- rules for posting emergency phone numbers
- rules for animals at the child care center

KEY QUESTIONS: Why do you think the state of Texas has established regulations in these areas? Who is responsible for enforcement of the regulations?[B]

TS 6:12 Demonstrate for students proper handwashing techniques. Stress that proper handwashing techniques should be implemented at all times, especially when a child may have a communicable disease. Ask students to practice and be able to assist children with correct handwashing techniques when necessary.[B]

Response to Illness

TS 6:13 Obtain a copy of a child care facility written policy for caring for ill children. Review the policy with students and lead a class discussion as to why it is vital that parents have a copy of all written policies and procedures.[C]

PARENT AND EMPLOYER RESPONSE

TS 6:14 Have students suggest child care alternatives for a single parent whose child becomes sick during the night. The parent is scheduled to work from 8 a.m. to 5 p.m., but the child is too sick to go to the child care facility. KEY QUESTIONS: What alternatives does the single parent have? What might be the consequences of each alternative?

TS 6:15 Ask students to find magazine or newspaper articles that describe alternatives employers are exploring regarding the care of sick children. Have students report on the articles in class.[B][C]

TS 6:16 Lead a class discussion on facilities designed to care for sick children. KEY QUESTIONS: How would the facility be different in terms of furnishings, equipment, and supplies needed? Would the staff need different training? Why? What special precautions would be necessary for caregivers in a center focusing on "sick child" care?

CAREGIVER RESPONSE

TS 6:17 Ask students to review the general procedures for caring for a sick child listed on page 63 of the Reference Book. KEY QUESTIONS: Why is it important to stay with a sick child? How would you react to a child caregiver who thinks the child is pretending to be ill? to a parent who thinks the child is pretending to be ill? Does the child feel frightened when he or she is ill? What can be done to reassure the child?

TS 6:18 Have each student locate and read an article on the connection between aspirin and Reye's Syndrome. Ask students to report to the class. KEY QUESTIONS: Why is it important to get parents' permission before giving a child any kind of medicine? What is the advantage of having only one caregiver designated to give all authorized medication at a child care facility?[C]

MEDICALLY SPECIAL CHILDREN

TS 6:19 Lead a class discussion on the importance of following written, detailed instructions from a parent and/or doctor explaining special illnesses or impairments of children. Relate to following the Minimum Standards for Day Care Centers published by the Department of Human Services. KEY QUESTIONS: Where should written instructions for care of ill children be kept in the child care facility? What questions would you have about the care of a child with an illness such as leukemia or sickle cell anemia? Where could you find answers?[B]

TS 6:20 Ask a special education teacher to speak to the class about medically special children. Have students prepare questions to ask the teacher. KEY QUESTIONS: How are medically special school-age children treated in school? How can a caregiver avoid giving privileges to a medically special child? Why is it important for these children to be treated as "normally" as possible? How can a caregiver encourage independence? What is mainstreaming? Why is mainstreaming important? How can an overly protective parent be managed?[B][C]

'TS 6:21 Show an audiovisual that focuses on the positive accomplishments of a medically special child. Lead a class discussion on the audiovisual and have students determine what motivated the child to achieve beyond expectations. KEY QUESTION: How can motivation to achieve be encouraged?[C]

Chronic Illnesses

TS 6:22 Write the definition of *chronic illness* on the chalkboard. Underneath the definition, list three chronic illnesses: allergies, diabetes, and epilepsy. Assign students to find a definition of each illness, a description of the symptoms, and recommended care. KEY QUESTION: Why is it necessary for child caregivers to have information about chronic illnesses?[B]

TS 6:23 Divide the class into cooperative learning groups. Have students create charts on chronic illnesses. The charts should be usable in a child care facility and posted where caregivers can locate them readily. NOTE: This activity could be carried out as an FHA/HERO project.[B][C]

TS 6:24 Ask students to role play incidents of children needing immediate care. Call on the student role playing the caregiver for an immediate response and judge the student's reaction. For example a child with diabetes complains of feeling like the room is moving, and the child's speech is slurred. Lead a class discussion on the serious situation that could occur if the caregiver does not react immediately and/or does not know what to do.[C]

TS 6:25 Invite a school nurse to demonstrate proper caregiver response to a grand mal seizure. Have students write summaries of the demonstration.[B]

Handicapping Conditions

TS 6:26 Lead a class discussion on the types of disabilities that might be encountered in a child care facility. KEY QUESTIONS: Will you be able to accept and work effectively with a child who has a disability? How can a physically challenged child be encouraged to be independent?[C]

Progressively Severe Illnesses

TS 6:27 List progressively severe illnesses on the chalkboard. Lead a class discussion on how each should be handled by caregivers.[B]

TS 6:28 Lead a class discussion on how puppets can be utilized to teach children about a progressively severe illness. KEY QUESTIONS: How can taunts or cruel remarks by other children be controlled? How can children be prepared for the next stage of a progressively severe illness?[C]

TS 6:29 Ask students to bring to class newspaper articles about children with AIDS being admitted to public schools or child care settings. Review the articles in class. KEY QUESTIONS: What are the rights of the child with AIDS? What special precautions should be taken if a child with AIDS is enrolled? What special physical needs might a child with AIDS have? emotional needs?[C]

TS 6:30 Ask a school administrator to visit the class and lead a class discussion on the local policy regarding students with AIDS. KEY QUESTIONS: How have school policies regarding students with AIDS changed as the public has become more educated about the disease? What issues must school policies address?

Other Progressively Severe Illnesses

TS 6:31 Invite a speaker from the American Cancer Society to talk with the class about leukemia and other types of cancer in children. Have students prepare questions prior to the class. KEY QUESTIONS: What types of cancer most frequently occur in children? What are special needs of children with cancer? How can a caregiver help meet the needs of the child? the family? What should other children be told about the child's illness? What resources are available to educate child caregivers or family members about cancer-related issues? [B]

7

Healthy Child Care Procedures

ESSENTIAL ELEMENTS

- Summarize the need for proper climate control and lighting.(f3A)
- Apply principles for maintaining a safe and healthy environment.(f3C)
- Point out important considerations concerning children's clothing.(f2F)
- Demonstrate ways to assist children with clothing.(f2G)
- Evaluate nutritional value of snacks and/or meals.(f2E)

OBJECTIVES TO ACHIEVE

- Explain the importance of screening and other health assessment techniques.
- Examine the effect of indoor lighting, temperature, and ventilation on children's health.
- Identify appropriate and inappropriate seasonal clothing for children in regard to their health.
- Relate sanitation and personal hygiene practices to children's health.
- Analyze the importance of good nutrition to children's health.
- Explain the importance of immunization and the role of parents and caregivers in seeing that children are immunized.
- Identify opportunities for health education of young children in child care.
- Explain the importance of accurate and accessible child care health records.

ASSIGNMENT

- Read Chapter Seven in the *Child Care and Guidance, Management, and Services Reference Book.*

Health Assessment Techniques

SCREENING

TS 7:1* Show students Teaching Aid 45, Screening Tests. Lead a class discussion on why screening techniques are important to ensuring good health. KEY QUESTIONS: Why is diagnosing health problems helpful in providing appropriate learning experiences for children? How can early detection of a disorder or illness improve the quality of a child's health? other children's health? How can early detection improve a child's well-being? Why is it important to watch for problems or abnormalities in physical or mental growth?[B]

TS 7:2 Divide the class into groups. Have each group write a report on the importance of one of the following three screening tests: hearing, vision, or physical growth. The reports should include how the tests are administered, who administers the tests, and the follow-up procedures used after the tests are given. Each report should include three reasons for doing screening tests and information on the equipment required. Have each group elect a spokesperson to present an oral summary of the report to the class.[B][C]

OTHER HEALTH ASSESSMENT METHODS

TS 7:3 Lead a class discussion on the importance of a child's health history and explain why it also includes information on the health of family members. Have students identify health conditions that, if not known by the caregiver, could be detrimental to the welfare of the child. KEY QUESTION: Why does a child care facility need to have a health history for each child?[B]

TS 7:4 Ask students to define and explain the term *health observations.* A detailed list of observations is included on page 75 of the Reference Book. KEY QUESTIONS: Who should make general health observations? Would the observer need to be very familiar with the child to notice changes in weight and behavior? Why is it important for each child caregiver to recognize signs of poor health?[B]

Prevention of Illness

CLASSROOM CLIMATE CONTROL

TS 7:5 Divide the class into pairs to brainstorm for possible outcomes of poor temperature and ventilation control in preschool classrooms. Ask each pair to share their list and create a class poster. KEY QUESTIONS: How does temperature affect health and learning? How does ventilation affect health and learning?[B]

* TS 7:1 indicates teaching strategy, chapter 7, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS 7:6 Divide the class into groups. Ask each group to devise a plan for a child care center to follow in the event the heating system or cooling system fails or a major power failure occurs that lasts several hours. Have the groups share their plans with the class. Lead a class discussion on how these plans might work in various child care settings.[B]

APPROPRIATE DRESS FOR CHILDREN

TS 7:7 Lead a class discussion on the factors parents should consider when choosing clothing for children to wear to the child care facility. Include the following factors:

- indoor temperature (seasonal)
- outdoor temperature (seasonal)
- comfort
- durability
- washability
- marking for identification

KEY QUESTIONS: As a caregiver, how would you communicate ideas to parents that would help them choose appropriate clothing? Why is it necessary to mark each item of clothing with the child's name? Why should an extra set of clothes be kept at the child care center?

TS 7:8 Ask students to look at children's play clothing in catalogs and evaluate the appropriateness of features that would encourage independence in dressing at ages two, three, four, and five. KEY QUESTIONS: Do most children's play clothes encourage independence in dressing? Why? Would a three-year-old be able to manage a front zipper better than front buttons? Why?[B]

TS 7:9 As an enrichment experience, have students create items that would help children learn to use ties, buttons, snaps, and zippers. Have students bring their finished projects to share with the class. KEY QUESTIONS: How could the projects be improved? Are they durable enough for children to use them over a long period of time? Are they colorful? Are they washable? Would they be interesting or intriguing for children to use? Why?

SANITATION PRACTICES

TS 7:10 Ask students to write definitions of *sanitation*. Compare the definitions to the dictionary definition.[B]

Personal Sanitation Practices

TS 7:11 Divide the class into two groups. Assign one group to develop a skit about a child care center where required sanitation procedures are practiced. Assign the other group to develop a skit about a child care center that does not follow required sanitation procedures. Have both groups present their skits in class. KEY QUESTIONS: As a parent, which child care center would you select? Why? Would inadequate sanitation practices be obvious to a parent on a pre-enrollment visit? What questions could a parent ask to determine if proper sanitation is practiced?[B]

TS 7:12 Lead a class discussion regarding the importance of frequent and thorough handwashing by children and caregivers. KEY QUESTIONS: How can the importance of handwashing be impressed upon children? What kinds of reminders can be posted at the children's eye level in the bathrooms and at other locations?

Sanitation Checkpoints

TS 7:13 Lead a class discussion on the following comment often made about child care facilities: "They always smell bad." NOTE: Unpleasant odors in a child care center can be controlled or eliminated when proper sanitation and health care practices are observed. KEY QUESTIONS: Why would a child care center smell bad? How can odors be controlled in infant diapering areas and in bathrooms?

TS 7:14 Give students copies of Teaching Aid 46, Checklist of Sanitary Food Preparation Methods. Ask each student to complete the checklist to determine if he or she is a sanitary food worker. Lead a class discussion on the check list and how it might be used in a child care center.[B]

TS 7:15 Prepare microscope slides with such items as finger nail scrapings, hair, and saliva. Arrange to have the class meet in a science laboratory where microscopes are available. Have students view the slides and record what they see. Leave the prepared slides in a warm location for two days. Then have students view the slides again and compare the bacteria present at the second viewing to the first viewing. NOTE: If microscopes are not available, agar plates can be used. KEY QUESTION: How did this activity demonstrate the need for sanitation?[B][C]

TS 7:16 Lead a class discussion on the dangers of improperly handling and storing foods. Include information about how bacteria can grow and contaminate foods. Emphasize salmonella and staphylococcus food poisoning dangers. KEY QUESTIONS: Which type of food poisoning has the shortest incubation time? Which type is associated with poultry and eggs? What are the best methods for preventing food poisoning? How is food poisoning treated?[C]

NUTRITION

TS 7:17 Divide the class into five groups, give each group a copy of Teaching Aid 47, Nutritional Needs of Children, and assign each group one of the listed food groups. Have students consult food science and nutrition references and write down (1) several examples of foods in their assigned food group, (2) nutrients provided by that food group, and (3) reasons each of the nutrients are essential to children. After each group shares their written information with the class, lead a discussion on the nutritional needs of children. KEY QUESTIONS: How do serving sizes differ for children of different ages? What foods in each food group are likely to be favorites of children? Why are all of the nutrients essential? What can happen when children's nutritional needs are not met? How can child caregivers encourage children to eat the required variety of foods? How might this contribute to development of lifelong eating habits in children?[B]

TS 7:18 Obtain several weekly menu plans from local child care centers. Have students evaluate the meal plans and alter them as necessary to meet nutritional requirements. KEY QUESTIONS: What was lacking in the menu plans? Which menus (students' or the centers') would the children probably like better? Why? How can the meals and snacks be made more appealing to the children?[B]

TS 7:19 Assign students to conduct informal surveys of parents at a child care center regarding their children's eating habits. The surveys should include questions on ethnic or cultural food preferences and food texture, color, taste, and temperature preferences. A question concerning allergic reactions to particular foods should also be included. Have students report the results of their surveys. As a class, create a list of children's food preferences.[B]

TS 7:20 Ask students to look at the menus obtained from local child care centers in Teaching Strategy 7:18. Lead a class discussion on the menus and determine if adjustments can be made to accommodate cultural and ethnic preferences that exist in the local area. KEY QUESTIONS: Would the nutritional values remain the same if the adjustments were made? Why? Do the menus include some foods that the survey determined to be preferred by children? Can foods be selected based on children's food preferences alone? Why?

IMMUNIZATIONS

TS 7:21 Lead a class discussion on the importance of immunizations. KEY QUESTIONS: Why is immunization mandated by law in some states? Who monitors compliance? Who does the law or policy protect?

TS 7:22 Invite a pediatrician or nurse to visit the class and explain some of the serious complications that can arise when children who are not immunized contract childhood diseases. Have students prepare questions prior to the visit. KEY QUESTIONS: Do epidemics of childhood diseases still occur even though most children have been immunized? Why? Which childhood diseases can lead to serious complications? Can adults contract childhood diseases?[B]

TS 7:23 Assign students to identify community resources that provide immunizations for children of families unable to afford regular pediatric health care. Students should also determine if health screening services are available and what services are provided for sick children. Have students compile a children's health care booklet that lists agencies and other resources that provide services to children in the community. The booklets can be placed in child care centers for distribution to low income families. NOTE: Preparation of the booklets could be an FHA/HERO activity.[B]

HEALTH EDUCATION

TS 7:24 Lead a class discussion on the importance of health education for young children. Lead students to brainstorm ways to include health information for children in the following situations:

- Dramatic play (hospital props)
- Group time (stories about doctors or being sick)
- Play (exercises, outdoor games)
- Quiet area (body puzzles or books on health)
- Science (stethoscope activity)
- Snack time (children help make nutritional snacks)

Caregiver Example

TS 7:25 Ask each student to write a paragraph detailing a health habit he or she would exhibit as a caregiver that would set a good example for children.[B]

Planned Activities

TS 7:26 Have groups of students develop and prepare felt story boards that promote good health habits in young children. Each story should focus on one health habit such as washing hands, brushing teeth, or covering the mouth when coughing. Have volunteers present their felt story boards to children in child care centers or kindergarten classes.[B][C]

TS 7:27 Ask each student to design an original hand or finger puppet character that promotes good health habits in young children. Have students introduce their puppets in class and show how they would use them with young children. KEY QUESTION: Why might a puppet be more effective as a teaching technique than a caregiver talking directly to children?[B][C]

TS 7:28 Have each student select a resource from Teaching Aid 48, Social Service Resources. Ask students to write letters or make telephone contacts with the selected agencies to see what materials they make available for preschool children. If possible, have students obtain copies of the material for review. Lead a class discussion on the content. KEY QUESTIONS: What age groups are the materials appropriate for? How can the materials be incorporated effectively into a child care center's health education program? Would any of the materials be inappropriate? Why? Are the materials available in languages other than English?[B]

Incidental Learning

TS 7:29 Lead a class discussion on how caregivers may take advantage of teachable moments for health instruction. Have students relate examples of teachable moments they have observed in child care centers. KEY QUESTIONS: How did the caregiver take advantage of the teachable moment? What would you have done in the same situation?[C]

Health Records

TS 7:30 Have students review the information on health records in the Reference Book. Divide the class into groups. Assign each group a topic such as the following:

- Why are health records important?
- How does one know if health record information is correct?
- If health record information is incorrect, who is liable?
- What kinds of information should the health record show?

Have each group elect a leader to report the group's findings to the class.[B][C]

TS 7:31 Have each student create a permanent health record form that can be used by a child care center. Have students refer to the list of necessary information on pages 84-85 of the Reference Book before designing their forms. The forms should be easy to read and fill out. Have students share their forms with the class. Let students vote on the best design, and give the winning student a small reward.[B][C]

TS 7:32 Ask each student to interview a child caregiver to determine what type of health record keeping procedures are used at the center where he or she works. If possible, have students bring back examples of health record forms to share with the class and give a summary of their findings.[B][C]

TS 7:33 Ask for volunteers from the class to show their baby books or other records that contain information about themselves. Lead a class discussion regarding information that was included. KEY QUESTIONS: What types of health information were recorded? What other health information should have been recorded? Why is it important to keep health records?

8

Safety

ESSENTIAL ELEMENTS

- Apply principles for maintaining a safe and healthy environment.(f3C)
- Apply procedures and policies in a child care setting.(f4A)
- Point out developmental differences in children of various ages.(f1B)

OBJECTIVES TO ACHIEVE

- Identify standards and procedures for fire safety.
- Identify standards and procedures for electrical safety.
- Describe standards and procedures for use and storage of hazardous materials.
- Examine the indoor and outdoor environment for eliminating hazards that could result in suffocation, drowning, poisoning, cuts, falls, and other accidents.
- Explain the importance of safety in group play for children.

ASSIGNMENT

- Read Chapter Eight in the *Child Care and Guidance, Management, and Services Reference Book.*

Safety Regulations

TS 8:1* Lead a class discussion on ways in which child caregivers can promote safety of children in a child care center. KEY QUESTIONS: What types of accidents do children normally have? How can they be prevented? Why should caregivers be concerned with the problem of child safety? What are some common questions parents ask when discussing the safety of children in child care centers?

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* TS 8:1 indicates teaching strategy, chapter 8, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS 8:2 Lead students to brainstorm and list questions they have regarding the safety of children in child care centers. Have each student write the questions in a note book and add answers as Chapter 8 is studied. Provide reference materials such as books, magazines, and safety brochures for students to refer to as they answer the questions.[B]

TS 8:3 Invite a guest speaker from a local child care center or state child care licensing agency to discuss minimum safety standards for child care centers. Have students write summaries of the standards.[B]

TS 8:4 Lead a class discussion about the importance of being honest with officials who inspect child care centers. KEY QUESTIONS: Why is it necessary to have inspectors? What does a safety inspection include?

TS 8:5 Provide students with copies of the minimum standards for child care safety. The minimum standards can be obtained from the state child care licensing agency. Have students identify standards that provide for the safety of children.[B]

Safety in the Physical Environment

TS 8:6 Lead a class discussion on the following principles for maintaining a safe environment for young children:

- recognize sources of danger
- remove items that are dangerous
- control the source of danger if not removable
- refrain from adding any new sources of danger

Ask students to cite examples or situations that illustrate each of the principles.

TS 8:7 Use felt board furniture models to diagram traffic flow patterns in a child care environment. Use felt or Pellon to make models of bookcases, room dividers, tables, chairs, cabinets, large toys, and storage cubicles. Also make several arrows for use in indicating the direction of traffic flow. Arrange the furniture models to demonstrate adequate (safe) and inadequate (unsafe) traffic flow. Emphasize to students that toys and other equipment should be kept out of traffic flow areas.

TS 8:8 Give students copies of Teaching Aid 49, Playground Equipment Hazards. Lead a class discussion on the illustrated hazards as identified by the Consumer Products Safety Commission. Explain that the commission has identified asphalt and concrete as unsuitable protection against the impact of falls on the playground. Loose fill materials such as pea gravel, shredded bark, or wood chips (at least 6" deep) are preferable. Ask students to describe playground equipment hazards they have observed.[B]

TS 8:9 Divide the class into cooperative learning groups. Ask each group to develop a safety checklist. Have each group list indoor and outdoor items that should be checked daily, weekly, and monthly. Have each group elect a leader to explain the list to the class. KEY QUESTIONS: Who should make safety checks at a child care center? Should the inspections be conducted at various times of the day? Why?[B][C]

HAZARDS THAT COULD CAUSE BURNS, ELECTRICAL SHOCK, OR FIRE

TS 8:10 Have each student list five suggestions for protecting children from each of the following types of accidents: burns, electrical shock, and fire. Have volunteers share their lists in class. KEY QUESTIONS: What actions can be taken at home and school to prevent injuries from burns, shock, and fire? What actions need to be taken to make child care centers as safe as possible?[B]

Burns

TS 8:11 Ask students to work in small groups to develop safety posters that can be used to teach burn prevention concepts to young children. Have the class judge the posters and award a small prize to the group with the best poster.

TS 8:12 Invite the school nurse to demonstrate first-aid treatments for minor burns. Have students prepare questions regarding burn treatments prior to class. KEY QUESTIONS: What items for treating burns should a first-aid kit contain? How can the seriousness of a burn be determined? When should medical treatment be sought?[B][C]

Electrical Shock

TS 8:13 Request booklets on electrical safety for young children from a local electric utility. Ask students to study the booklets and write brief summaries of the safety features or suggestions made. KEY QUESTIONS: Was the book designed for use by young children or by adults? What kind of materials could be used to teach children the dangers of electrical shock?[B]

TS 8:14 Lead a class discussion on why electrical shock may be more serious for children than for adults. KEY QUESTIONS: Would the hazards of shock be increased if a child had on a wet diaper? How does size affect the amount of shock received?[C]

Fire

TS 8:15 Ask students to develop a checklist of fire hazards based on the information on pages 90-91 in the Reference Book. Have each student use the checklist to inspect his or her own home or a child care center for fire hazards. Ask students to turn in written reports of findings and recommendations for improvement.[B]

TS 8:16 Review a child care center's fire drill rules. Lead a class discussion on ways to present rules most effectively to children. KEY QUESTIONS: How often should a fire drill be practiced? How often should teachers discuss fire drill rules with children?

TS 8:17 Invite a firefighter to speak to the class and demonstrate the correct use of fire extinguishers. Have students practice using a fire extinguisher. Ask students to prepare questions prior to the speaker's arrival.[B]

TS 8:18 Ask for volunteers to research the use of smoke alarms and report to the class. KEY QUESTIONS: Why were smoke alarms invented? What types are available? Which type would be most suitable for a child care center? How often should smoke alarms be checked once they are installed? Is there a city ordinance or state law that requires the use of smoke alarms in a child care center?

TS 8:19 Have each student develop an activity to help young children understand fire safety. Allow students to explain and demonstrate their activities to the class.[C]

HAZARDS THAT COULD CAUSE SUFFOCATION

TS 8:20 Lead a class discussion on the hazards plastic bags pose for small children. KEY QUESTIONS: What is the safest way to dispose of plastic bags, especially long, thin dry cleaner bags? How can children be made aware of the dangers of playing with plastic bags?

TS 8:21 As an FHA/HERO project, have students search neighborhoods around the school for abandoned refrigerators or freezers large enough for a small child to climb inside and suffocate. Report the location of any hazardous findings to the proper authorities.

TS 8:22 Have students tour a playground and identify any equipment that could entrap a child. Ask students to observe the clothing worn by children using the equipment. Have students report to the class on the observations made on the playground. KEY QUESTIONS: How can children's clothing contribute to hazardous situations on a playground? What equipment was identified as being unsafe? To whom should unsafe playground equipment be reported?[C]

HAZARDS THAT COULD CAUSE DROWNING

TS 8:23 Lead a class discussion on suffocation by drowning. Have students bring to class articles from newspapers or magazines reporting about children who have drowned or nearly drowned. KEY QUESTIONS: Could most of the accidents have been prevented? What types of prevention would be necessary? Do children usually fear water?[B]

HAZARDS THAT COULD CAUSE POISONING

TS 8:24 Arrange a display of items that might be poisonous. Include items often found in child care centers such as cleaning products and chemicals, medicines, houseplants, insecticides, and glue. Have students read the labels on each product. Lead a class discussion on proper storage of each item on display. KEY QUESTIONS: Which items should be kept in a locked cabinet? Which items should be removed from the premises?[B][C]

TS 8:25 Invite a horticulture teacher or a plant nursery manager to make a presentation on poisonous plants that may be used as landscaping or houseplants. Ask students to keep records for one week of the poisonous plants they can identify around their homes and the school. KEY QUESTIONS: How many of the poisonous plants were accessible to children? Which parts of the plants are poisonous?[B]

HAZARDS THAT COULD CAUSE CUTS

TS 8:26 Ask each student to bring a toy to class (old or new). Have students examine the toys for sharp or pointed edges that might cut children who play with them. KEY QUESTIONS: What kinds of materials are easily broken? Which materials appear to be more durable? Why should toys be selected and used according to a child's level of development?

TS 8:27 Display several types of latches that may or may not be labeled "child proof." Have students decide which types of latches are the most reliable. Lead a class discussion on ways children can be protected from accidents involving sharp equipment normally used by adults, such as knives, scissors, garden hoes, rakes, lawn mowers, and shovels.

HAZARDS RELATED TO FALLS

TS 8:28 Have students work in cooperative learning groups to develop ideas for posters, cartoons, or puppet skits that teach young children about hazards related to falls. Have each group elect a leader to report the group's ideas to the class. Have FHA/HERO members develop one or two of the best ideas for use in child care centers.[B][C]

TS 8:29 Lead a class discussion on ways to anchor tall bookshelves or filing cabinets to the floor or wall in order to prevent them from tipping over if children should climb upon them. KEY QUESTIONS: How can one prevent heavy objects from falling on children? Where should heavy items be placed or stored to prevent accidents?

TS 8:30 Ask students to tour a child care center and determine what material is used under slides, swings, merry-go-rounds, and climbing equipment. Have them report their observations to the class. KEY QUESTIONS: Did the playground utilize some type of soft material in areas where falls are likely? Did any of the playgrounds have asphalt or concrete in the fall zones? In what areas is concrete an appropriate material for playground use?

TRANSPORTATION HAZARDS

TS 8:31 Ask students to survey child care centers that provide vehicles for transporting children. Have students determine if the vehicles have individual seat belts for each child. Have students report their findings to the class. KEY QUESTIONS: Does the law require seat belts or child restraint seats in vans and/or private cars? At what age is a child not required to wear a seat belt? Are seat belt violators punished? What punishment may be assessed?

TS 8:32 Divide the class into cooperative learning groups to develop short skits illustrating hazards that may occur during the arrival and departure of children at a child care center. Have each group present their skit for the class. Have the class evaluate the skits based on accuracy of the facts presented. Lead a class discussion on how the hazards presented can be improved.[B][C]

OTHER HAZARDS

TS 8:33 Divide the class into cooperative learning groups. Instruct each group to brainstorm and list additional hazards that might affect the safety of children in a child care center. Have each group elect a leader to report the group's findings to the class. Have students determine which list is most comprehensive.[B][C]

Safety in Group Play

TS 8:34 Lead a class discussion on the importance of zone supervision of children by caregivers. Divide the class into cooperative learning groups to design and sketch an outdoor play area for children. Have the groups note on each sketch recommended locations for caregivers to locate themselves to safely supervise all children. Have each group elect a leader to present the group's designs to the class. KEY QUESTIONS: Why should caregivers spread out when supervising children during outdoor play? What are other advantages to zone supervision? Why should caregivers avoid visiting with each other or parents while supervising the play area?

TS 8:35 Ask students to observe a small child who has few if any learned fears. Lead a class discussion on the responsibility a caregiver has for children in this age group. Emphasize the importance of the caregiver's role model position as well as the responsibilities of supervision.

SAFETY EDUCATION

TS 8:36 Have students practice ways to teach children safety by role playing a variety of situations involving children of different ages. Examples include the following:

- a one-year-old who touches hot surfaces
- a two-year-old who does not like to sit in a car seat
- a five-year-old who throws objects at other children in the center

Have students refer to Table 8.1 in the Reference Book for additional situation suggestions. KEY QUESTIONS: Are the methods presented for teaching safety suitable for children of various ages? Why?[B]

TS 8:37 Divide the class into cooperative learning groups and have each group elect a leader. Ask each group to prepare and present a puppet show or skit on child safety in a child care center. Group leaders may want to confer so each group works on a different topic. Arrange locations and times for the presentations to be made.[B]

9

Handling Emergencies

ESSENTIAL ELEMENTS

- Apply principles for maintaining a safe and healthy environment.(f3C)
- Apply procedures and policies in a child care setting.(f4A)
- Relate personal characteristics to the appropriate career(s) addressed within each home economics course.(a7A)

OBJECTIVES TO ACHIEVE

- Explain the importance of following established center policies and procedures for handling emergencies.
- Describe appropriate procedures to follow in case of fire.
- Describe procedures for selecting and using a fire extinguisher.
- Summarize procedures to follow for various weather related emergencies.
- Outline steps to follow when evacuation of the child care center is necessary.
- Outline general procedures to follow in medical emergencies.
- Explain how to stock a first-aid kit and use first-aid techniques for various life-threatening emergencies that could occur in child care settings.
- Explain procedures for accurate reporting of child care emergencies.

ASSIGNMENT

- Read Chapter Nine in the *Child Care and Guidance, Management, and Services Reference Book.*

Importance of Emergency Procedures

TS 9:1* Lead a class discussion on the intangible qualities of responsibility and good judgement. Emphasize the importance of child caregivers having these qualities. KEY QUESTIONS: Has an emergency ever arisen when you were caring for a small child? What action was taken? What action should have been taken? Why are judgement and responsibility important in emergency situations?[C]

TS 9:2 Lead a class discussion on where first-aid training is given. Have students investigate the costs involved, the amount of training required for certification, and the time needed for classes. KEY QUESTIONS: Once a caregiver receives certification, will any further first-aid training be required? Who pays for the training? How much time is required for additional staff training?[C]

TS 9:3 Invite an insurance agent to lead a class discussion on the liability of child care centers, directors, and caregivers. Have students prepare questions prior to the class. KEY QUESTIONS: What would be the liability insurance fee for a local child care center of average size? What other kinds of insurance coverage are necessary? What does a child caregiver have to do or not do before insurance protection is needed?[B]

TS 9:4 Conduct a "popcorn" question and answer session related to handling emergencies. Have students pretend they are child care center directors. Describe an emergency situation and point to a student. When a student is pointed to, he or she must "pop" up and describe how to respond to the situation. Examples of emergency situations are as follows:

- a child chokes on food during lunch
- a child has an allergic reaction to a wasp sting
- a child is hit on the nose with a ball
- a tornado warning is sounded
- a smoke alarm sounds
- a child has a seizure.

Add other emergency situations to make sure each student has an opportunity to respond to two or three situations. Repeat any situation when a wrong answer is given.[B][C]

TS 9:5 Instruct each student to interview four other students asking the following questions:

- What number would you call in an emergency?
- What number would you call if there was a fire?
- What emergency situations have you witnessed?

Have students report to the class and tabulate the responses. Have students write evaluations of the responses.[B][C]

TS 9:6 As an FHA/HERO project, have students develop a set of self-adhesive labels displaying emergency telephone numbers in the community. Have students market or distribute the labels within the community.[B][C]

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* TS 9:1 indicates teaching strategy, chapter 9, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

FIRE

Reporting a Fire

TS 9:7 Lead a class discussion on the importance of having an approved fire emergency procedure plan in a child care center. Point out that all caregivers should be familiar with the plan and know exactly what they are assigned to do during such an emergency. KEY QUESTIONS: Why is it important for caregivers to remain calm in an emergency situation? What is the top priority when a smoke alarm sounds or a fire occurs?[C]

TS 9:8 Have students role play calling the fire department to report a fire. Make sure each student includes all of the following information:

- address of the child care center
- type of fire, if known
- location of the fire in the building
- size of the fire
- name of the child care center
- your name

NOTE: This activity can be more effective when done over a period of several days when students do not anticipate being called upon. Call on one, two, or three students each day at various times during class to simulate real emergencies.[B][C]

Moving to Safety

TS 9:9 Give each student a copy of a floor plan of a child care center. Have each student use different colored markers to draw an evacuation diagram on the plan and an alternate route to take if an exit is blocked by fire. Have students share the plans in class. Lead a class discussion on the importance of designating alternate evacuation routes. KEY QUESTIONS: Should different age groups of classes use different exits? Why? Who helps evacuate infants from the building? What type of signal is used to warn of a fire? Why is it vital to count the children before leaving the room and again when outside?[B][C]

TS 9:10 Take students outside the school building and have them point out a distance of 200 yards away from the building. Have two students actually measure 200 yards with a steel tape. KEY QUESTION: Why is the accurate judging of a distance of 200 yards important?[B]

Responding to a Fire

TS 9:11 Lead a class discussion on the three components that must exist for any fire to burn. KEY QUESTIONS: Why does removal of any one of the three components extinguish a fire? Why is it best to call the fire department rather than trying to extinguish a fire, even a small one?[B]

Using a Fire Extinguisher

TS 9:12 Ask students to examine the fire extinguisher in the classroom or the hallway. Have them locate the label or pictogram that indicates what type of fire can be extinguished. Have students check other fire extinguisher labels throughout the school and report to the class on the number of types of fire extinguishers found. KEY QUESTIONS: Why is each type of extinguisher located where it is? What does the code PASS mean when referring to use of a fire extinguisher? Are the fire extinguishers located correctly according to the types of fires most likely to occur in specific areas of the building?[B]

TS 9:13 Ask a member of the fire department to demonstrate proper procedures for extinguishing small fires. Have students write questions for the speaker prior to the demonstration.[B]

WEATHER OR DISASTER EMERGENCIES

TS 9:14 Obtain copies of written emergency plans from several child care centers in the area. Have students read the information and discuss it in class. KEY QUESTIONS: Is the information general for all emergencies or targeted towards types of emergencies likely to occur in the area? Do parents receive copies of this information when their children are enrolled in a child care center?[B]

Weather Alerts

TS 9:15 Lead students to brainstorm and list types of weather warnings given on radio and television. KEY QUESTIONS: What are the different signals or symbols used by local stations? In a large child care center, who is responsible for making decisions about weather alerts?[B]

Relocation Plans

TS 9:16 Without prior notice, assign all but two students to role play three-year-old and four-year-old children. Have the two remaining students role play teachers. Have the class role play the following situation: a hurricane will hit within the hour, and the teachers are to evacuate the classrooms immediately and take children to the gymnasium. Have students evaluate the evacuation. KEY QUESTIONS: How much time was required to evacuate to the classroom? Would it take longer to evacuate three-year-old and four-year-old children than older children? Why should teachers take children's personal files that include names, addresses, and telephone numbers of parents with them into the gymnasium?[C]

TS 9:17 Ask a few students to volunteer to make a bulletin board, chart, or handout that can be given to caregivers outlining steps for relocation of children during emergencies.[B][C]

Thunderstorms and Lightning

TS 9:18 Divide the class into cooperative learning groups. Have each group prepare a short (five to seven minute) lesson on the dangers of lightning during a thunderstorm. Have students target the lesson toward four-year-old children. Have the groups share their presentations with the class. Have students vote on the presentation most likely to succeed in instructing the children without frightening them unduly.[B]

Tornados

TS 9:19 Ask students to define *tornado watch* and *tornado warning.* KEY QUESTIONS: When should caregivers be notified of a tornado watch or warning? Where are the safest locations inside buildings during a tornado? How can caregivers keep children calm during a tornado warning?[B]

Hurricanes

TS 9:20 Lead a class discussion on preparations that need to be made during a hurricane watch. KEY QUESTIONS: In what areas do hurricanes generally occur? Is the time for evacuation usually adequate? Why is it important that parents be told where children will be taken if a hurricane occurs?[C]

Blizzards

TS 9:21 Lead a class discussion on the effects an unexpected blizzard may have on a child care center. KEY QUESTIONS: What provisions need to be on hand in order to keep the children overnight, if necessary? What can be done if the heat goes off during the storm?[C]

Earthquakes

TS 9:22 Ask students who have been in an earthquake to describe their experiences to the class. KEY QUESTIONS: How much warning precedes most earthquakes? Where are the safest places in a building to take children? Do aftershocks commonly follow earthquakes? Why? How can caregivers reassure children and keep them calm during an earthquake?[C]

Interruptions in Utility Services

TS 9:23 Ask a gas company representative to visit the class and describe the dangers of gas leaks. Request that the representative help students learn to identify the odor of gas and also point out other ways to determine if there is a gas leak. Ask the representative to explain how and where to shut off gas appliances in case of a power failure. Have students prepare questions prior to the class.[B][C]

TS 9:24 Ask students to locate the circuit breaker in their own homes and/or a child care center. KEY QUESTIONS: Are the various circuits labeled as to what area or appliances they serve? How can power be restored if a breaker is tripped?

MEDICAL EMERGENCIES

TS 9:25 Ask students to collect articles from newspapers and magazines and listen to reports on radio and television related to children's accidents or medical problems that required emergency procedures. Have students share their articles in class. KEY QUESTIONS: Was the action taken the best choice? Why? What changes would you recommend in the action taken? What could have prevented the need for the action?[B][C]

TS 9:26 Lead a class discussion on action that should be taken by a caregiver when a child needs to be rushed to an emergency room or a doctor's office. KEY QUESTIONS: When should parents be notified? If the center personnel take the child to an emergency room, what documentation should be taken along? Why? What information will the doctor need to know about the child?

Using First Aid

TS 9:27 Lead a class discussion on the importance of first-aid training for caregivers. Emphasize that first aid should include techniques to prevent severe blood loss, maintain or restore breathing, and prevent shock. KEY QUESTIONS: What supplies should be kept in a child care center's emergency care room. Should an injured child be moved to the center's emergency care room before first-aid treatment is given? Why?[B][C]

TS 9:28 Have students study the list of first-aid supplies on page 115 of the Reference Book and examine the first-aid kit in a child care center. KEY QUESTIONS: What is the purpose of a first-aid kit? What should be in a first-aid kit? What is the intended use of sterilized needles, syrup of ipecac, activated charcoal, Epsom salts, aromatic ammonia, calamine lotion, baking soda, and hydrogen peroxide?[B]

Severe Blood Loss

TS 9:29 Invite the school nurse to visit the class and demonstrate techniques for stopping severe bleeding. Ask the nurse to demonstrate pressure points on a five-year-old child. Have students prepare questions prior to the demonstration. KEY QUESTIONS: What types of material can be used to control bleeding? What dangers are involved in applying tourniquets?[B][C]

Maintaining Breathing

TS 9:30 Invite an American Red Cross CPR (cardiopulmonary resuscitation) instructor to visit the class or take students to observe a demonstration on CPR techniques. Allow time for students to participate and practice the basic techniques on the demonstration mannequin. Following the class, ask students to write one-page summaries of the information presented.[B][C]

Poisoning by Mouth

TS 9:31 Lead a class discussion on the difference in caustic poisons and non-caustic poisons. Set up a display of household products that may or may not have warnings on the labels. Have students read the labels and identify the type of poison the product contains and determine what action to take if a child swallows some of the product. KEY QUESTIONS: What is the poison control center telephone number? What is considered the universal poison antidote? Which type of poisoning requires vomiting to be induced? Why is it vital to identify the type of poison ingested before inducing vomiting?[B][C]

Shock

TS 9:32 Ask each student to write a definition of *shock* and list the five symptoms of shock. Have students grade their papers as the definition and symptoms are discussed in class. KEY QUESTION: Why is it recommended that all victims of injury or sudden illness be treated for shock even if they do not show symptoms of shock?[B]

TS 9:33 Lead a class discussion on the treatment and prevention of shock. Refer to pages 118-119 of the Reference Book. KEY QUESTIONS: Why should the child be kept lying flat on the back? What is the purpose of placing a covering on the child?

Severe Burns

TS 9:34 Ask students to write one-page reports on how to identify severe burns and how first-aid treatments for severe burns differ from treatments for minor burns.[B]

TS 9:35 Lead a class discussion on recommended methods for treating children who get chemicals into or near their eyes. KEY QUESTIONS: Which direction should the eye flushing water run? What steps should be taken once the eye(s) have been rinsed with water for several minutes?[C]

TS 9:36 Lead a class discussion on appropriate and safe techniques to use to break an electrical contact between a child and the source of the electrical current. Have students role play the rescue of a child in contact with an electrical current. Simulate several situations requiring rescue, and allow each student to practice responding quickly and safely.

Head, Neck, and Back Injuries

TS 9:37 Invite an American Red Cross instructor or trained paramedic to demonstrate correct first-aid treatment for head, neck, and back injuries. Have students prepare questions related to these types of injuries prior to the class. KEY QUESTIONS: How are persons with neck or back injuries moved by paramedics? In which type of injury would symptoms be likely to occur later?[C]

TS 9:38 Give each student a copy of Teaching Aid 50, Emergency Care Role Plays. Divide the class into pairs. Assign one incident to each pair with one student role playing the child and one student role playing the caregiver. Have the class record the procedures used in the role plays and then record the correct emergency procedures. Lead a class discussion on students' answers following the role plays.[C]

Reporting and Recording Accidents and Injuries

TS 9:39 Lead a class discussion using Teaching Aid 51, Illness Report Form, and Teaching Aid 22, Accident Report Form, to illustrate information that should be recorded for all injuries and illnesses. Emphasize the importance of the child care center keeping accurate records for the parents' sake as well as for the protection of the center staff.

TS 9:40 Invite a child care center director to speak to the class about the records that should be maintained on each child. Have the speaker display sample forms and share situations in which having accurate records was important. Have students prepare questions prior to the class.[B][C]

10

Daily Routines

ESSENTIAL ELEMENTS

- Apply housekeeping and maintenance at the child care setting.(f3D)
- Describe guidelines for communicating with parents/guardians of children.(f2D)
- Point out guidelines for assisting children with routine activities.(f2H)
- Apply classroom management and program planning techniques.(f4E)
- Demonstrate appropriate teaching methods and skills.(f4B)
- Apply procedures and policies in a child care setting.(f4A)
- Demonstrate ways to assist children with clothing.(f2G)

OBJECTIVES TO ACHIEVE

- Review arrival and departure routines which are safe and appropriate.
- Summarize the purposes and procedures of the daily health check.
- Explain correct procedures for handwashing and other hygiene practices.
- Explain ways to appropriately complete mealtime and snack time routines.
- List procedures for helping children be independent in dressing, undressing, and toileting routines.
- Describe ways to make smooth transitions between activities.
- List reasons and methods for involving children in appropriate housekeeping routines.

ASSIGNMENT

- Read Chapter Ten in the *Child Care and Guidance, Management, and Services Reference Book.*

Routines

TS 10:1* Lead a class discussion on the importance of routines in the lives of children. KEY QUESTIONS: How do daily routines provide children with a sense of security? a sense of time?

ARRIVAL AND DEPARTURE

Safety Concerns at Arrival and Departure

TS 10:2 Lead a class discussion on the safety concerns of children arriving to and departing from child care centers. Lead a class discussion on concerns, such as children being taken by a stranger, children wandering off, differences in outdoor and indoor arrival/departure areas and special concerns with each, and children being taken by a non-custodial parent without permission. KEY QUESTIONS: Is it possible for a child to be taken by a stranger? How can this be prevented? How could a child wander off and how can this be prevented? How would procedures differ for indoor and outdoor arrival/departure areas? What difference might weather make? What are some alternatives to outdoor pick-up in bad weather and how could you inform parents of these? What might happen if a non-custodial parent picked up the child? How might you feel?[C]

TS 10:3 Have each student (or pairs of students) design an arrival/departure routine that would provide optimal safety and security for each child. Have students include the following: health check forms, a greeting for parents, an attendance chart, suggestions for activities (arrival only), sample pick-up permission forms (in the event that someone other than parent has permission to pick up a child), name tags, sign-in/sign-out forms for parents, and any other information students feel is necessary.[B][C]

TS 10:4 Divide the class into cooperative learning groups. Have each group role play good and poor arrival/departure situations. Have each group portray the parents, the teachers, and the children.[C]

Communication with Parents at Arrival and Departure Times

TS 10:5 Obtain several examples of sign-in/sign-out forms used at local child care centers. Have students study the forms and become familiar with the type of information required. KEY QUESTIONS: Where would a caregiver keep this? How should it be used by the staff? by the parents? What are some possible advantages and disadvantages to recording such information? How could caregivers assist parents who were running late? How often should a new stack of sign-in/sign-out forms be put out? For example, do you think a separate stack should be put out each day, each week, or each month? What should caregivers do with each completed stack? Should the stacks be stored securely or thrown away? Why? Should these forms be left out for any passerby to read or kept in a safe place? Why?[B]

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* TS 10:1 indicates teaching strategy, chapter 10, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS 10:6 Have students view sample notes from caregivers to parents obtained from child care centers. Lead a class discussion on the contents of the notes. For example, notes might contain information about projects made at school, what was talked about, the date, and the child's name. Also, lead a class discussion on how notes could be used each day to pin or staple the child's artwork, science paper, spelling sheet, or any other take-home material together. KEY QUESTIONS: How would these notes help improve parent/teacher and parent/child communication? What are the disadvantages and advantages for caregivers who utilize these notes each day? What are other ideas of daily take-home communication?[B][C]

TS 10:7 Divide the class into cooperative learning groups. Have each group design a bulletin board for parents. Have each group include information that would help the parents be aware of what was happening at school, as well as community interests on the bulletin boards. For example, items might include: daily/weekly lesson plans, color of the week, number of the week, pictures of the children taken during the school day, items needed (such as egg cartons, cereal boxes, or baby food jars), information regarding parents' meetings or workshops, information regarding upcoming civic events appropriate for children, or opportunities for parent participation (such as music week and career week) Students could decide which week/month each group would be responsible for preparing the parent bulletin board.[B]

Learning Atmosphere at Arrival and Departure

TS 10:8 Lead a class discussion on creating a positive learning atmosphere at arrival. Lead students to brainstorm for a list of free play activities that would allow children to choose and carry out activities they are most interested in without receiving help or assistance from the caregiver. Remember that free choice arrival activities should be already known to the child and should not be hazardous in any way. KEY QUESTIONS: Why are free play activities a good idea for arrival time? Why is it important that the majority of these be activities that children can do safely on their own? Why is it important that these activities be out and ready for children upon arrival?[C]

TS 10:9 Have students observe an arrival free play time in a child care center. Have each student complete Teaching Aid 52, Free-Play Observation Form. Have each student report back to class indicating what changes, if any, they would implement and have them explain the rational for the changes.[B]

TS 10:10 Have students plan a departure activity (such as a large group story/song time if inside or a game of "Simon Says" outside). Have each student create an activity plan and carry out their activity at a child care center. KEY QUESTIONS: Did your activity allow for a safe departure of each child? Did the parents feel comfortable about the activity? Was it an activity that the children could leave at any time when the parent came?[C]

DAILY HEALTH CHECK

TS 10:11 Lead a class discussion on the procedures for a daily health check. NOTE: Refer back to chapter 7 for additional information. KEY QUESTIONS: Why is a daily check so important to the children's welfare? What should you do upon finding signs of illness?[C]

TS 10:12 Have each student select a health awareness activity for toddlers or preschoolers from those on Teaching Aid 53, Health Awareness Lab Experiences. Have the students carry out the selected activity at a child care center. Each student should write a brief summary of how the activity was received by the children.[B]

HANDWASHING AND OTHER HYGIENE PRACTICES

TS 10:13 Divide the class into cooperative learning groups. Have each group design handwashing instruction signs for children to remind them to wash and dry their hands and then throw away the paper towels. Have students create short stories about handwashing instructions for a group of toddlers or preschoolers, using the signs. Have students arrange to tell their story and display their signs at a child care center; ask the staff to evaluate the effectiveness of the signs after a few weeks.[B] [C]

TS 10:14 Invite a guest health care professional (school nurse, child life specialist, health care aide) to speak to the students on appropriate sanitation practices for tooth brushing and hair brushing routines in a child care center. Have Students write a summary of the presentation.[B]

MEAL AND SNACK TIME

TS 10:15 Invite a home economist to demonstrate healthy food preparation for children. Have students write one question about a cooking or nutritional concern in preparing children's food prior to the demonstration. Have the speaker answer as many questions as time permits.[B][C]

TS 10:16 Have students read Teaching Aid 54, Mealtime Problems and Solutions. Lead a class discussion on each solution. KEY QUESTIONS: Which solution do you prefer? Why? What are other responses you have heard used in a similar situation? How would you evaluate these responses?[B]

TS 10:17 Have each student select a folder for one of the following problems:

- Jose always wants to sit by Maria at snack time and cries if not allowed to do so.
- John often spills his juice.
- Betsy will not use spoons or forks.
- Julia is a picky eater and always announces, "I hate this. YUK!"
- Sylvester always uses his own hands to pass the snacks to others at his table instead of passing the food tray.
- Steven always throws his plate on the floor.

- Jacquie never wants to pick up her dishes after finishing.
- Tom, Eric, and Ramon have several food allergies.

Write the problem on the outside of each folder. Include enough problem-solving sheets for all the students inside each folder. Instruct each student finishing one folder to exchange it with another student until all students have answered all problems. Each time a student exchanges a folder, the next person should respond to the previous student's solution as well as answer the problem on a new problem-solving sheet. It might be a good idea to assign each student a number and anonymously exchange the folders so that no one will be biased in responding.[B][C]

TS 10:18 Have students observe mealtime practices in a child care center and write a paragraph on their observations. Ask students to present their observation reports in class. KEY QUESTIONS: What were the most positive mealtime practices observed? Why What practices would you recommend changing? Why? How did the children respond to various practices?[B][C]

TOILETING

TS 10:19 Read the following case study to the students: No matter how much Susan (caregiver) tried to praise or scold the toddlers, they still had frequent toileting accidents. Everyday, Susan took the toddlers to the potty room down the hall exactly on the hour. She would hold open the heavy door and let the line of children march down the hall. If, between trips, the children needed to potty, Susan asked them to wait until the next trip. KEY QUESTIONS: What is the problem with Susan's toileting routine for the toddlers in her care? How could the situation be improved?

TS 10:20 Lead a class discussion on clues exhibited by children when they need to go to the restroom. KEY QUESTIONS: How important is it for a caregiver to be aware of these signs? What effects do toileting accidents have on children's self-esteem? Besides noticing the signs discussed, what are other things you could do to help prevent toileting accidents?

DRESSING AND UNDRESSING

TS 10:21 Have each student review information about dressing and undressing in the Reference Book and plan an activity that would help infants, toddlers, preschool, and school-age children learn dressing and undressing skills. Have students explain why they chose the activity they did. Share work with class.[B]

TS 10:22 Have students select a weather story that would be appropriate for a preschool classroom. Have them make flannel board pictures or a poster to tell the story to the children. Then, have the students discuss with the children the clothes needed for the weather situation discussed. Have students write up a one-page summary on their story selection, the way the children responded, and the students' own evaluation of the activity. Share summaries with the class.[B]

NAP TIME

TS 10:23 Show students Teaching Aid 55, Sleeping Equipment. Lead a class discussion on the different types of sleeping equipment for children. KEY QUESTIONS: Which would be most appropriate for infants? for toddlers? for preschoolers? What are the advantages and disadvantages of each type of sleeping equipment? Based on the advantages and disadvantages listed, which would you choose if you were ordering sleeping equipment for a preschool?

TS 10:24 Lead a class discussion on the following nap time suggestions:

- Plan quiet activities before nap time by using music, poetry, stories, quiet games, songs about napping, or share times with the group.
- Prepare children for nap time by having them get out their mats or cots, blankets or sleep toys, and encourage toileting before laying down.
- Provide a restful atmosphere by playing soft, comforting music, providing a dimly lit room (not dark), and arranging children to discourage talking (head/feet arrangement).
- Encourage children to put away sleep materials after nap time.

Have students observe nap time in a day care center and evaluate the rest area and techniques used. Share reports in class.[C]

TS 10:25 Allow students who work in day care centers to describe the nap time routines used at their centers. Students should explain the reasons for using each technique. KEY QUESTIONS: What is similar in the day care centers described? What is different? Why are there differences?

HOUSEKEEPING

TS 10:26 Give each student a copy of Teaching Aid 56, Children's Housekeeping Skills Checklist. Have each student take the checklist to a child care center and complete the required information while observing. Share reports of findings in class.[B][C]

TS 10:27 Invite a panel of child caregivers to visit the class and lead a class discussion on ways in which they encourage housekeeping skills with toddlers or preschoolers. Have each student turn in two problems or questions before the speakers' arrival. Share the students' problems or questions with the panel for their answers.[B][C]

TS 10:28 Lead a class discussion on ways parents can be informed about the housekeeping skills being developed at the child care center. KEY QUESTIONS: How can parents be encouraged to reinforce the skills being taught at the center? What method would you use to inform parents?

TRANSITIONS

TS 10:29 Have each student view Teaching Aid 57, Planning Transitions, which explains times that transition activities are especially needed. Allow students who work in a child care center to tell about the transitional activities that are used successfully.

TS 10:30 Ask each student to write plans for three transition activities, including the title, location, materials needed, teaching procedure to be used, and recommended age of children. Then, have students work together to compile a booklet of transitional activities to be shared with local child care centers. This could be developed as an FHA/HERO activity and sold as a fund raising project.[B]

TS 10:31 Have each student observe a child care center to complete Teaching Aid 58, Transition Time Observation. Ask students to present their observation reports orally in class.[C]

11

Principles and Areas of Development

ESSENTIAL ELEMENTS

- Describe factors affecting the growth and development of young children.(f1A)
- Point out developmental differences in children of various ages.(f1B)

OBJECTIVES TO ACHIEVE

- Explain how children progress through developmental stages in sequence.
- Describe the directions which physical development follows and the sequence which motor development follows.
- Examine the nature of the physical, emotional, social, and mental aspects of childhood development.
- Explain guidelines for caregivers' use in helping children to learn.
- Examine methods of helping children deal with common childhood emotions.

ASSIGNMENT

- Read Chapter Eleven in the *Child Care and Guidance, Management, and Services Reference Book.*

Areas and Principles of Development

DEVELOPMENTAL STAGES AND SEQUENCE

TS 11:1* Divide the class into two cooperative learning groups. Have each group plan one way in which developmental tasks in infancy and middle childhood, listed on page 142 of the Reference Book, could be promoted. For example, one group might plan to try the following activity to promote learning to eat solid food: allow tasting of soft solid foods. Upon completion of the activity lists, have each group select a leader to share their lists with the class. KEY QUESTIONS: Why are the activities needed to promote developmental tasks in infancy different than those needed in middle childhood? Did the two groups list any similar activities? Which ones? Which tasks were the most difficult to plan an activity for in each age group? Why?[C]

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* TS 11:1 indicates teaching strategy, chapter 11, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS 11:2 Lead a class discussion using Teaching Aid 59, Principles of Development. Explain the importance of these principles when working with children. Also, explain that although Teaching Aid 59 includes one specific example of each principle, all areas of development (physical, mental, social, and emotional) are affected by the same principles. Have students give examples of each principle in the other developmental areas not covered on the Teaching Aid. KEY QUESTION: In your opinion, are all four phases of development related to and dependent on each other, or independent of each other? Explain your opinion.[C]

TS 11:3 Lead a class debate on the following issue: "It is not (or it is) necessary or beneficial to infants for their caregivers and parents to provide learning experiences. Infants would be just as well off laying in their crib all day, as long as their basic needs were met. They don't understand what is going on anyway." Students may refer to information in the Reference Book.[B][C]

PHYSICAL DEVELOPMENT

TS 11:4 Lead a class discussion on physical development of children using Teaching Aid 60, Directions of Development, and Teaching Aid 61, From Newborn to Toddler. KEY QUESTIONS: How does the body change from birth to two years of age? What physical activities should be expected from birth to two years of age?

TS 11:5 Lead a class discussion on caregivers' responsibilities and how they may change depending upon children's physical development and body control. KEY QUESTIONS: Is it easier to be a caregiver for a room full of infants or for a room full of preschoolers, considering their physical development and needs? Why?

TS 11:6 Have the class define *gross motor skills* and *fine motor skills*. Have students give examples of each and assign students to observe at a child care center in an infant classroom and in a preschool classroom. Have them watch for and record exhibited gross motor and fine motor skills. KEY QUESTIONS: Which group showed more gross motor skills? more fine motor skills? What activities would be helpful in encouraging fine motor skills for infants? for preschoolers? Which activities would be appropriate for each group in developing gross motor skills? Were there children in the preschool group who exhibited many fine motor skills but few gross motor skills (for example, a child who spent a great deal of time cutting, pasting, and doing puzzles indoors, and a majority of outside time playing with sand toys and chalk on the sidewalk)? What could you do to promote more gross motor activities with this child? Why do you think this child might be more interested in fine motor activities? What are some factors that influence gross motor and fine motor development? (Answers could include: sex of child, parents, caregivers, activities exposed to, health, and others.)[B][C]

MENTAL DEVELOPMENT

TS 11:7 Have students read about mental or cognitive development. Lead a class discussion regarding the relationship between cognitive development and the senses including hearing, seeing, smelling, touching, and tasting. KEY QUESTIONS: How do the senses influence cognitive development? What are some ways to stimulate the senses of infants and young children?[B][C]

TS 11:8 Ask students to plan one activity that would enhance learning through use of the senses. NOTE: The following list of activities may be given to students as an aid.

- HEARING - Musical activities, stories, and questions
- SIGHT - Color discrimination games, "I Spy," shape identification, Same and Different matching cards, picture sequence cards
- SMELL - Smelling jars, cooking activities, science table with different smelling flowers or other smells
- TOUCH - Feely bags, Matching texture cards, shaving cream on table, Play-dough, contrasts such as wet/dry and cold/hot
- TASTE - Cooking, blindfolded taste tests, various snacks throughout the week made out of the same basic ingredient (such as "orange week" or "corn week")

TS 11:9 Assign each student one of the guidelines for helping students learn listed on page 145 in the Reference Book. For their respective guidelines, have students identify an age of a child and a way that the guideline could be applied in caregiving. Students who work in a child care center might keep anecdotal records of language for a week on a child in each age group. They could report their conclusions to the class.[B][C]

TS 11:10 Have students listen to a tape of children of various ages, concentrating on each child's language. Let students guess the age of each child. Then, label each language example and discuss the differences, fitting each example into categories of prelinguistic, first words, or first sentences.[C]

TS 11:11 Lead a class discussion on the importance of social development. KEY QUESTIONS: How does a child's self-concept affect social development? How can caregivers encourage the development of a positive self-concept?

TS 11:12 Have students use Teaching Aid 62, Social Development Experiences, to practice assisting young children with social development. After students have completed their lab assignments, ask them to share their results in class.[C]

TS 11:13 Ask students to observe children at play in a child care center. Have each student look for an example of solitary play, parallel play, associative play, and cooperative play. Ask students to write papers describing their observations and share them with the class. [B][C]

TS 11:14 Have each student write solutions to the following situations that might occur in a child care center. Then, have students work in pairs to evaluate their solutions.

- Three-year-old Jack refuses to play with any other children.
- Four-year-old Jessie constantly hits and grabs at other children's toys.
- Two-year-old Marlee refuses to pick up her toys after playing. She stomps her feet, screams, and cries "NO!" each time she is encouraged to pick them up.
- Five-year-old Sam always wants to organize the other children into playing "his games." The other children do not want to play with him all of the time.[B]

EMOTIONAL DEVELOPMENT

TS 11:15 Lead a class discussion on emotional development. Have the class distinguish between positive and negative emotions. KEY QUESTIONS: Why do young children have more emotional outbursts than older children? Which emotions are commonly expressed by young children?

TS 11:16 Have the class make a large poster listing emotional development of children. The poster should include the six emotions listed on pages 146-147 of the Reference Book and the positive and negative ways each emotion is exhibited by children. Beside each negative emotion, have students list two alternatives for handling the emotion positively. Have the class evaluate each alternative.[B]

TS 11:17 Have students observe the emotional displays of children at a child care center and record an example of each type of emotion listed in the reference book: anger, fear, jealousy, happiness, affection, and love. Ask students to write a brief paper on their observations. Each paper should include a description of the situation that led to the expression of the emotion, how each emotion was expressed, and what reactions were exhibited by peers and/or caregiver.[B][C]

Anger

TS 11:18 Ask a student volunteer to share an example, from the observation paper, of a child expressing anger. Have the student describe the situation that led to the expression of anger. Have the class suggest ways in which the child's anger could have been reduced quickly and calmness restored. Point out the merits of each suggestion and let the class decide which method or methods might work best.[C]

Fear

TS 11:19 Ask students to think of fears they experienced when they were five or six years old. Ask students to share their childhood fears with the class and describe what made them feel better or less frightened. Lead a class discussion on how students might help children who are experiencing similar types of fear.

Jealousy

TS 11:20 Lead a class discussion on jealousy as a commonly expressed emotion in young children. Have students view family television shows and write down examples of jealousy exhibited by young children. Ask students to share their examples orally in class and suggest alternative solutions to those used on the program. KEY QUESTIONS: What were the causes of jealousy exhibited by children in the reported examples? How might such jealousy be eliminated or reduced by caregivers?

Happiness

TS 11:21 Have students observe children playing on a playground at a child care center or at a city park. Ask students to record the ways children expressed happiness while playing. Compile a class list of all the different ways children express happiness.[B]

Affection

TS 11:22 Ask students to develop a bulletin board on affection. Have students find and cut out magazine and newspaper pictures showing children's affection for adults, other children, animals, or objects such as a blanket or stuffed toy.[B]

Love

TS 11:23 Lead a class discussion on the importance of love in the development of children. KEY QUESTIONS: Who are the most important people in a young child's life? What makes a child feel loved?

12

Physical Development

ESSENTIAL ELEMENTS

- Describe factors affecting the growth and development of young children.(f1A)
- Point out developmental differences in children of various ages.(f1B)

OBJECTIVES TO ACHIEVE

- Describe growth patterns in children from infancy to adolescence.
- Explain the development of the nervous system.
- Trace motor development in children of different ages.
- Examine factors affecting physical development in children.

ASSIGNMENT

- Read Chapter Twelve in the *Child Care and Guidance, Management, and Services Reference Book.*

Physical Development of Children

TS 12:1* Use Teaching Aid 63, Physical Development Pretest, to have students determine their knowledge level. Have students read Chapter 12 of the Reference Book to correct any wrong answers.[B]

GROWTH OF CHILDREN

TS 12:2 Have students define "*growth spurt.*" Lead a class discussion on specific ages when children can be expected to have a growth spurt. Ask students to relate instances regarding their own growth spurts and the ages when the growth spurts occurred.[B][C]

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* TS 12:1 indicates teaching strategy, chapter 12, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

MATURATION OF THE NERVOUS SYSTEM

TS 12:3 Have students find a picture of the human nervous system. Lead a class discussion on the relationship between physical development and nervous system development (brain, spinal cord, and nerve cells). KEY QUESTIONS: As a child caregiver, how can you make use of the fact that nerve cells which control the arms and upper trunk develop before the nerve cells which control the legs? How is good nutrition and stimulation related to development of a child's nervous system?

TS 12:4 Have students name and describe the five senses (touch, smell, taste, hearing, and sight). Ask students to create activities that utilize one or more of the senses. Have students refer to Teaching Aid 64, Stimulation of the Senses, for ideas. Examples of activities include:

- Describe the flavor of a fruit or vegetable that the children might not have experienced, such as mango or kiwi fruit. After describing the taste, let children taste the fruit or vegetable.
- Introduce a new product such as a new flavor of ice cream, a frozen pizza, or a canned pudding. Tell the children what it tastes like and then have them taste it for themselves.
- Prepare a "smell test" by using cotton balls to absorb the odors of perfume, rubbing alcohol, vanilla, onion, and cough syrup. Let children guess the source of the odor.
- Make a feely bag by placing a ball and a block inside a cloth bag and let children guess what is inside based on touch.

Compile a list of the best activities for stimulating the senses of children. Ask students to share their activities with the class.[C]

MOTOR DEVELOPMENT

TS 12:5 Have students define *motor development*, *gross motor skills*, and *fine motor skills*. Have students refer to Chapter 12 of the Reference Book.[B]

Principles of Motor Development

TS 12:6 Write the following principle of motor development on the chalkboard: "Physical development moves from the head downward and from the center of the body outward." Lead a class discussion on this principle and have students give examples. KEY QUESTIONS: How will knowing the principles of physical development help you as a child caregiver? Could the behavior of a caregiver who is unaware of these development principles negatively affect a child?

Sequence of Motor Development

TS 12:7 Show Teaching Aid 65, Sequence of Motor Development. Have students investigate their own childhood development by asking parents or other relatives when they first learned to roll over, crawl, walk, swim, ride a tricycle, and ride a bicycle. Ask students to share the results of their investigations with the class. KEY QUESTIONS: At what age can you expect an infant to roll over? to hold up the head? to sit up?[C]

TS 12:8 Show students Teaching Aid 65, Sequence of Motor Development, and Teaching Aid 66, Development of Fine Motor Skills. KEY QUESTIONS: How do fine motor and gross motor skills differ? What is an example of a gross motor skill? a complex motion? a generalized movement?

TS 12:9 Evaluate students' understanding of the sequence of development. Make a copy of Teaching Aid 65, Sequence of Motor Development. Cut out the pictures (without the descriptions) and arrange them incorrectly on a sheet of paper. Make copies of the rearranged sheet of paper for each student. Have each student number the pictures in the correct sequence.[B]

Motor Development of Infants

TS 12:10 Have students study Teaching Aid 67, Physical Development of Infants. Show a film on infancy. As students watch the film, have them note specific details on physical development. Following the film, have students write a brief summary of the progression of physical development in infants.[B]

TS 12:11 Have students observe developmental skills exhibited by three-, six-, and nine-month-old infants. Have students look for skills such as grasping a toy, rolling a ball, crawling, sitting, rolling over, and controlling head movements. Have students share their observations with the class. NOTE: If possible have three mothers and their infants of the above ages visit the class so that students can see the above listed behaviors or skills.

Motor Development of Toddlers

TS 12:12 Use Teaching Aid 68, Physical Development of Toddlers, to lead a class discussion on physical and motor skills of toddlers. Assign students to observe the physical and motor skills of two toddlers (around three years of age). Have students use information listed on Teaching Aid 68 as a guide. Ask students to share their observations with the class. KEY QUESTIONS: What is meant by eye-hand coordination? What are examples of eye-hand coordination?[C]

TS 12:13 Lead a class discussion on toys that would be appropriate for the physical development levels of a toddler. KEY QUESTIONS: Why do people often buy toys for children which are beyond their motor development? What effect might such a toy have on a child? What are examples of activities or toys that encourage physical and motor development?[C]

Motor Development of Preschoolers

TS 12:14 Send students on a scavenger hunt in the child care laboratory or child care center to find three activities which develop fine motor skills and three activities which develop gross motor skills. Have students report findings in class and develop a composite list.[B][C]

TS 12:15 Lead a class discussion on Teaching Aid 69, Physical Development of Preschoolers. KEY QUESTIONS: In what area of the body is physical development occurring most rapidly? What areas of development are becoming more refined?

TS 12:16 Direct students to cut out a magazine picture using the scissors in the "wrong hand" or to write a paragraph using the "wrong hand." Lead a class discussion on the difficulty students had in completing the task. KEY QUESTIONS: How is doing a task with the "wrong hand" similar to a child learning a new skill? How important is practice in perfecting a skill?[C]

Motor Development of School-age Children

TS 12:17 Lead a class discussion on motor development and the maturation that occurs in school-age children. KEY QUESTIONS: What do you remember about your own physical development during early school years? Did your coordination improve? In What kinds of activities are children of this age usually involved?

FACTORS AFFECTING PHYSICAL DEVELOPMENT

Nutrition

TS 12:18 Give students a copy of Teaching Aid 70, Nutritional Needs of Infants and Toddlers. Lead a class discussion on how inadequate nutrition can affect the growth and maturation of infants and toddlers. KEY QUESTIONS: What is a well-balanced diet? If the nutritional needs of an infant are not met, what problems may develop?

TS 12:19 Ask students to design posters that promote good nutrition habits for preschool and school-aged children. Topics might include:

- Nutritious Snacks
- Number of Recommended Servings Per Day in Each of the Food Groups
- Eating to Prevent Tooth Decay
- Eating for Energy

Have students arrange to display the posters in local child care centers.[B][C]

Method of Feeding Children

TS 12:20 Lead a class discussion on the reasons for holding infants when giving them a bottle. Have students view Teaching Aid 71, A Bottle for the Infant. KEY QUESTIONS: Why should the nipple of the bottle always be full? Why should the baby be burped during the feeding and after the feeding? How often will a newborn eat?

TS 12:21 Lead a class discussion on Teaching Aid 72, Mealtime Practices in a Child Care Setting. KEY QUESTIONS: What types of mealtime practices do caregivers need? Why does the appetite fluctuate in toddlers and preschoolers? Why is it best to give children small portions?

TS 12:22 Lead students to brainstorm on the importance of the emotional climate at mealtime. KEY QUESTIONS: How does the emotional climate during meals affect physical development? What kinds of problems may result later from feeding problems during the first years?

Rest

TS 12:23 Ask some students to interview the parents of an infant and find out how many hours of sleep the infant requires in a twenty-four hour period. Be sure naps and sleep periods are totaled up. Have students report their findings to the class. Ask other students to interview parents of an active preschooler regarding how many hours of sleep the child needs in naps and at night. Have students report their findings to the class. Lead a class discussion comparing the amount of sleep infants require as opposed to the amount of sleep preschoolers need.[C]

Safety

TS 12:24 Lead a class discussion on the importance of providing a safe environment for children in child care centers. Lead students to brainstorm for suggestions that caregivers might use to ensure the safety of children. Compile a class list.[C]

Immunizations

TS 12:25 Invite a pediatric nurse to visit the class and to explain the importance of childhood immunizations shots and scheduled booster shots, if required. Have students prepare a list of questions prior to class. Allow fifteen minutes for a question and answer session following the talk.[B][C]

Childhood Illnesses

TS 12:26 Lead a class discussion regarding minor childhood illnesses such as ear infections, upset stomachs, and colds. KEY QUESTIONS: Why do some children seem more prone to illness than others? Why do ear infections need immediate attention? What roles do good nutrition and rest play in preventing illness and aiding in recovery?

13

Emotional and Social Development

ESSENTIAL ELEMENTS

- Describe factors affecting the growth and development of young children.(f1A)
- Point out developmental differences in children of various ages.(f1B)
- Plan ways to assist children in their adjustment to child care.(f2C)
- Demonstrate techniques to assist children in developing acceptable behavior patterns.(f1C)

OBJECTIVES TO ACHIEVE

- Examine emotional and social development in infants and toddlers.
- Describe emotional and social development in preschoolers.
- Explain emotional and social development in school-age children.

ASSIGNMENT

- Read Chapter Thirteen in the *Child Care and Guidance, Management, and Services Reference Book.*

Emotional and Social Development of Children

TS 13:1* Ask students to think of an individual they admire. KEY QUESTIONS: What qualities do they possess? Which qualities are intellectual qualities? physical qualities? emotional and social qualities?

TS 13:2 Have students define *self-concept* and *socialization*. Lead a class discussion on emotional and social development of children. Have students write questions they might have on the chalkboard. Lead students to brainstorm for possible answers. KEY QUESTIONS: What is the caregiver's role in helping infants, toddlers, preschoolers, and school-age children develop emotionally and socially? What do you need to know more about in order to help children with their social and emotional development?[B]

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* TS 13:1 indicates teaching strategy, chapter 13, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS 13:3 Invite an exchange student or adult from another country to share ways that socialization occurs in his or her country. KEY QUESTIONS: What was/is considered "appropriate" social behavior in the guest's home country? How does the home culture differ from cultures in America? How is it similar? Who assumed the responsibility for teaching children appropriate social behavior in the home country? What teaching methods were used?[C]

TS 13:4 Have students create a mobile, bulletin board, or transparency titled "Focus on Helping Children with Emotional Development" to show an overview of emotional and social development of infants, toddlers, preschoolers, and school-age children. NOTE: Students may add to the visual aid as the unit progresses.

EMOTIONAL DEVELOPMENT OF INFANTS AND TODDLERS

TS 13:5 Lead a class discussion on the effects of heredity and environment on emotional and social behavior of children. Have students read Teaching Aid 73, Feral Children. KEY QUESTIONS: Which influence was stronger in these stories, inherited traits or environment? Did these children exhibit social behavior? Why were attachments to humans slow to develop?[B]

Temperament

TS 13:6 Give each student three copies of Teaching Aid 74, Temperament Scale. Ask each student to observe three infants and/or toddlers using Teaching Aid 74 to record opinions of their temperament. Have students share their observation records with the class. Lead students to brainstorm for comparisons between the infants and/or toddlers observed. KEY QUESTIONS: Do infants and toddlers vary in temperaments? How do infants exhibit temperament?[B][C]

TS 13:7 Invite a nurse(s), who works in a neonatal intensive care unit or hospital nursery, and some parents of young children to visit the class. Have the guests lead a discussion on the differences in temperaments of infants and the differences in temperaments of children in the same family. Have students prepare appropriate questions in advance for the speakers to address. KEY QUESTIONS: Do children in the same family have similar temperaments? Are newborns influenced more by the environment or heredity?[C]

TS 13:8 Provide the class with children's books that involve children's emotions. Have students read the stories and predict the influence they might have on children. KEY QUESTIONS: What emotions are shown in the books? How can stories help a child develop acceptable emotional behavior?[B]

Trust

TS 13:9 Lead a class discussion on the importance of caregivers gaining an infant's trust. KEY QUESTIONS: If a caregiver responds immediately to an infant's cry, is a sense of trust being developed in the infant? What are other ways a caregiver can build the infant's trust?

TS 13:10 Ask students to interview the mother or father of an infant and compose a schedule of the quality care time parents spend with their infant. This includes feeding times, bathing, dressing, diaper changing, and holding. Have students total up the time and share the results with the class. KEY QUESTIONS: How does meeting the infant's needs develop trust? Is it important for both parents and caregivers to help the infant develop trust? Why? Does it take much time to meet an infant's needs? Why?[B][C]

Autonomy

TS 13:11 Have students define *autonomy*. Compare students' definitions to a dictionary definition. Lead a class discussion on how autonomy applies to infants and toddlers. KEY QUESTIONS: As autonomy is being developed, is it constant in every situation? How can caregivers encourage autonomy in infants? in toddlers?[C]

TS 13:12 Divide the class into cooperative learning groups. Assign each group a case situation. Case situations should refer to opportunities to teach a child to be independent. For example, it is your responsibility to prepare the snack for toddlers. What would you prepare and how would you serve the food? Groups may role play case situations or lead a class discussion on the situation. KEY QUESTIONS: Would the snack chosen allow the child to develop a sense of independence? What do your parents do to help you develop independence?[B][C]

TS 13:13 Bring to class an assortment of toddler clothing. Have students examine each article of clothing for self-help features, that is, features which allow a toddler to dress and undress independently. In almost any dressing situation, toddlers can do some of the work themselves. Lead a class discussion on ways to encourage toddlers to dress on their own. KEY QUESTIONS: What features can toddlers manage themselves? What features require a caregiver's help?[C]

Negativism

TS 13:14 Ask students to spend an hour with a toddler and record the number of times the child says "no." Have students report the age of the toddler in months and the number of "no's" recorded with the class. Have students compose a "No's per Hour" chart by age and number of "no's" as the reports are given. Lead a class discussion on the negative tendencies most toddlers exhibit during their development of independence. KEY QUESTIONS: How can caregivers deal with this stage of development? Did the level of "no's" remain constant as age increased? declined? Why?[B][C]

TS 13:15 Divide students into pairs. Instruct each pair to practice wording questions so that children are encouraged to give positive responses, to make positive choices, and to avoid negativism. Have pairs share examples of questions with the class for comment and input.[C]

Fears

TS 13:16 Have students define *separation anxiety* and *stranger anxiety.* Lead a class discussion on the definitions. Have students relate instances when they have observed these two types of anxiety in infants. KEY QUESTIONS: How old were the infants when the anxiety was exhibited? When do infants usually outgrow this type of fear? How can caregivers comfort children experiencing such anxiety?[B][C]

TS 13:17 Lead a class discussion on the fears that toddlers have because they cannot distinguish fantasy from reality. KEY QUESTIONS: Should this fear be considered when selecting television programs or movies appropriate for toddlers? How can caregivers reassure toddlers and make them feel secure when they exhibit this type of fear?[C]

TS 13:18 Ask students to describe a fear they had as a child. KEY QUESTIONS: What helped you overcome the fear? What would you do to help a child who had the same kind of fear?[C]

Consistent Care

TS 13:19 Have students view a film which illustrates interactions of caregivers, infants, and toddlers. Lead a class discussion on how caregivers can provide a consistent caregiving environment. Ask students to write a brief summary of the film.[B]

TS 13:20 Lead a class discussion on the importance of infants and toddlers having a sense of security. Explain that caregivers can contribute or build this sense of security through routines that become familiar to the infant or toddler and thus provide stability. KEY QUESTION: How can a child caregiver show consistency? Relate consistency to the daily schedule and routines followed in child care centers.[C]

SOCIAL DEVELOPMENT OF INFANTS AND TODDLERS

TS 13:21 Ask students to identify three important influences caregivers have on the social development of infants and toddlers. Lead a class discussion on those influences. KEY QUESTIONS: Who has the most influence on a toddler's social development? Why should adults' responses to children be sensitive ones? How does the discipline used by caregivers influence social development?[C]

Responses of Caregivers

TS 13:22 Obtain samples of daily schedules from several local child care centers. Have students analyze the schedules for how social development is promoted for infants and toddlers. Ask students to identify activities that encourage social development in a group setting and activities that would work best with an individual child. KEY QUESTIONS: What experiences are appropriate for infants and toddlers to encourage social development? Why should a caregiver learn to take the child's point of view?[B][C]

Discipline

TS 13:23 Have students define *discipline* and *punishment*. Lead a class discussion on the differences and similarities of the terms. KEY QUESTIONS: Should infants and toddlers be disciplined? Punished? How will a lack of consistency in discipline affect the social development of a child?[C]

Attachment

TS 13:24 Ask students to write a list of the persons to whom they were attached as children. KEY QUESTIONS: What impact did these persons have on you? Did they help you develop socially? Explain your answer.[B][C]

EMOTIONAL DEVELOPMENT OF PRESCHOOLERS

Fears

TS 13:25 Show students Teaching Aid 75, Helping Young Children Cope with Fears. Instruct each student to write a paragraph describing an instance in which the depicted methods were used to help a child with a specific fear. Have students share their examples with the class.[C]

TS 13:26 Divide the class into small cooperative learning groups. Have each group develop and present a brief role play based on helping young children cope with their fears. Some examples of topics for role plays might include:

- Michael, a four-year-old is scared of the dark. He often has nightmares about a monster in a dark room.
- Susan, age three, is afraid of men with beards.
- Manuel is afraid of dogs.
- Sarah is frightened because she is going to the hospital to have her tonsils taken out.
- Jason is afraid of strangers.

Following each role play, have students suggest other methods of handling the situation to make the child feel more secure.[C]

Separation Anxiety

TS 13:27 Have students listen to a tape recorded interview with a caregiver on suggestions for helping children who display separation anxiety when parents leave them at the child care center. Lead a class discussion regarding the suggestions made on the tape. Have students suggest other ways to comfort the child or provide security.[C]

Language

TS 13:28 Use Teaching Aid 76, Speech Development, to lead a class discussion on the various stages of language development that occur in early childhood. KEY QUESTIONS: Do all children progress at the same rate in language development? What factors and experiences can encourage language development?[C]

TS 13:29 Divide the class into cooperative learning groups. Lead the groups to brainstorm for a list of language development opportunities that can be included in any early childhood program. Examples are show and tell, drawing pictures and explaining them, working in pairs, and participating in tasks that require cooperation. Ask each group to elect a leader to share the group's list with the class.[C]

Role Taking

TS 13:30 Have students define and discuss *role taking* as it applies to emotional development of young children. At this stage children begin to look at themselves through the eyes of others. One theory is that role taking is based on the idea that "I am what I think you think I am."[B][C]

Self-concept

TS 13:31 Lead a class discussion on self-concept. Point out that what children feel about themselves is very dependent upon what they think others think of them. Parents and caregivers have the greatest impact on a young child's self-concept. If the adult reflects the image of an adequate or inadequate child, that is what the child often comes to think as well. KEY QUESTIONS: What will be the result if the child is often praised? What may happen if the child is often criticized?[C]

Gender Identity

TS 13:32 Lead a class discussion on why caregivers should be aware of their own biases and use caution so that they do not pass them on to the children in their care. It is important for caregivers to praise boys and girls equally for their strengths and abilities. Opinions on masculine and feminine roles should be avoided. KEY QUESTIONS: What is wrong with statements like "big boys don't cry," "boys don't play with dolls," "girls don't play with trucks," and "girls can't run as well as boys?" What are additional examples of statements which stereotype masculine and feminine roles?[C]

SOCIAL DEVELOPMENT OF PRESCHOOLERS

Parents

TS 13:33 Lead a class discussion on the role parents play in the social development of preschoolers. KEY QUESTIONS: Is the father's role in parenting different from the mother's role? Why? How single parents promote social development in preschoolers?

Siblings

TS 13:34 Ask students who have older siblings to describe the sibling's influence on their (the students') social development. If students have a younger sibling ask them to describe the influence they have had on that sibling's social development during the preschool years. Ask students to write a paper on how sibling relationships help children relate to peers.[B][C]

Extended Family

TS 13:35 Ask students to define the term *extended family*. Lead a class discussion on the influence extended family members have on the social development of preschoolers. KEY QUESTIONS: How has the mobility of American families affected the extended family influence on children? How many families do you know who have extended family members living in the same town? in the same house or apartment?[C]

Peers

TS 13:36 Ask students to recall and relate types of play they remember best from their preschool years. Lead a class discussion on the various kinds of play including games with rules, dramatic play, and cooperative play for children. KEY QUESTIONS: Are children today involved in the same types of play as students were as children? What social skills are learned through various types of play?[C]

Secondary Caregivers

TS 13:37 Lead a class discussion on the role a caregiver has in the social development of children in child care centers. Point out to students that children may spend more waking hours with the caregiver than with the parent(s). KEY QUESTIONS: How can a caregiver have a positive influence on interactions with peers? How and where do children learn to share?

EMOTIONAL DEVELOPMENT OF SCHOOL-AGE CHILDREN AND ADOLESCENTS

TS 13:38 Have students bring a variety of advertisements to class which seem to stress the grown-up image of children and adolescents. Lead a class discussion on advertisements such as newspapers and magazines ads, billboards, and television commercials that use childlike models costumed as adults. Arrange a display of the advertisements and discuss the emotional implications the ads might have on middle childhood and adolescent social development. Have students write a few paragraphs on their reactions to the ads. KEY QUESTION: How could this "masquerade as an adult" affect a child's self-concept?[B][C]

TS 13:39 Lead a class discussion on adolescent self-centeredness. Point out the relationship between self-centeredness and the overall emotional development of children in adolescence. Lead a class discussion on the potential effects of positive and negative responses of adults to adolescent behaviors related to self-centeredness. KEY QUESTION: How does adolescent self-centeredness relate to overall emotional development in adolescence?[C]

TS 13:40 Have students view a film that illustrates the various and rapid growth changes child experience in middle childhood and adolescence. Lead a class discussion on these changes and the effect they can have on the emotions and self-concept of adolescents. KEY QUESTIONS: How do physical changes affect emotional development? How do physical changes affect self-concept?[C]

SOCIAL DEVELOPMENT OF SCHOOL-AGE CHILDREN AND ADOLESCENTS

TS. 13:41 Ask students to consider the impact of adolescent self-centeredness on social development and social relationships in adolescence. Point out the different effects with peer, parents, and other adults. KEY QUESTION: How does adolescent self-centeredness influence social development in adolescence.

TS 13:42 Have students interview three grade school children to determine the extent of their peer relationships. Have students report their findings to the class and compile a chart detailing the information gathered. KEY QUESTIONS: How many friends do you have? How many friends are the same sex? How many friends are the opposite sex? Do you belong to a group or a crowd? Is there more than one group or crowd in your class? Do all your friends belong to the same group or crowd?[C]

TS 13:43 Lead a class discussion on the importance of gaining social skills during middle childhood. Point out that society has certain rules for behavior (etiquette) in social situations. These skills need to be learned by children and adolescents in order for them to function with confidence in social situations. Have students list rules that would apply to adolescents or children eating in a restaurant, on a commercial airliner, or at the school prom or dance. KEY QUESTIONS: Why were these rules of behavior established? How are they taught? How do people let you know if you break a rule? What other rules of behavior should preteens learn?[B][C]

14

Mental/Intellectual Development

ESSENTIAL ELEMENTS

- Describe factors affecting the growth and development of young children.(f1A)
- Point out developmental differences in children of various ages.(f1B)

OBJECTIVES TO ACHIEVE

- Explain the use of different evaluation methods for measurement of intelligence.
- Explain how studies of deprived infants have helped caregivers know more about mental/intellectual development.
- Describe mental/intellectual development of infants and young toddlers (the sensorimotor period).
- Describe mental/intellectual development of preschool-age children (the preoperational period).
- Describe mental/intellectual development in school-age children (the concrete operations period) and in adolescence (the formal operations period).

ASSIGNMENT

- Read Chapter Fourteen in the *Child Care and Guidance, Management, and Services Reference Book.*

Mental Development in Children

TS 14:1* Lead a class discussion on ways child caregivers can assist children in intellectual growth and development. Have a volunteer write the students' ideas on the chalkboard. Show students Teaching Aid 77, Promoting Intellectual Development. Have students compare their suggestions to those on the teaching aid. KEY QUESTIONS:

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* TS 14:1 indicates teaching strategy, chapter 14, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Why should bilingual children be encouraged to gain skills in both languages? How can a child caregiver provide for a balance of activities for all aspects of development including physical, intellectual, emotional, and social?[B][C]

INTELLIGENCE

TS 14:2 Provide students with information regarding the intellectual development that begins at birth and the mental processes that must occur to fulfill intellectual development. The mental processes include the following:

- Cognitive Behavior-intellectual activity of an individual
- Perception-using the senses with understanding
- Problem Solving-a child's ability to solve problems improves with successful movement through the stages of cognitive development.
- Language Skills-involves social, mental, and physical development

TS 14:3 Have students define *intelligence*. Lead a class discussion on ways infants and young children develop mentally. KEY QUESTIONS: What is the difference between mental development and cognitive development? How can mental development be determined?[B]

TS 14:4 Invite the guidance counselor to describe IQ testing; the way scores are derived; and at what ages children may be tested. Have the counselor explain and show examples of other kinds of tests that are available to assess intellectual potential. Have students prepare questions prior to the class. KEY QUESTIONS: What do you recall about taking IQ tests? What cautions should be considered in the interpretation of tests for mental ability?[C]

TS 14:5 Lead a class discussion on problems of culturally biased test items. Assign students to develop a sample test item based on their own cultural background. KEY QUESTIONS: Would students from other cultures/areas of the state or nation be able answer culturally biased questions from other cultures/areas? Why? Why are culturally biased test items not a good measure of intelligence?

STUDIES OF DEPRIVED INFANTS

TS 14:6 Have students view a film from the Health Department or other agency that illustrates the importance of nurturing children during the first year of life. Lead a class discussion on the information presented in the film. Have students write a paper comparing and contrasting the information gained from viewing the film to the information on studies of deprived infants in the Reference Book. KEY QUESTIONS: What effects does nurturing have on mental development? What kind of nurturing experiences can child caregivers provide?[B][C]

TS 14:7 Lead a class discussion based on the Texas child care licensing standards requirement that babies fed with bottles must be held during feedings until they are six months old or they can hold the bottle. KEY QUESTIONS: Why is this a good rule for intellectual development? for safety?[C]

STAGES OF INTELLECTUAL DEVELOPMENT

Sensorimotor Stage (Birth to about two years)

TS 14:8 Show students Teaching Aid 78, The Sensorimotor Period. Lead a class discussion on the circular reaction phase of sensorimotor development and ask students to cite examples based on their past observations or experiences with children. KEY QUESTION: Why should caregivers provide experiences that make use of things that can be seen, heard, touched, smelled, or tasted?[C]

TS 14:9 Invite two infants to visit the class, one about seven months old and the other older than ten months. NOTE: To be effective the younger infant should not have developed object permanence and the older infant should have developed object permanence. Ask the students to watch closely as you work with each infant. Place an attractive toy before the younger infant. Let the infant reach for the toy. In a moment, gently remove the object, place on the desk or table close to the infant and hide the toy with a cloth while the infant is watching. (The infant who has not developed object permanence will not reach for the toy or try to remove the cloth.) Repeat the activity with the older infant. (If object permanence has developed the infant will remove the cloth and grasp the toy.) Explain to students that the younger infant has not developed object permanence; therefore, when the toy is out of sight it no longer exists to the infant. KEY QUESTIONS: Why didn't the younger infant remove the cloth? Why did the older infant react differently? What is the relationship between object permanence and games such as peek-a-boo? Why are such games so much fun for infants?[C]

TS 14:10 Assign students to observe toddlers and write down behaviors illustrating the symbolic thought phase of the sensorimotor period. Examples include imitation of things that are no longer present and pretending that one object is something else. Have students share their examples. KEY QUESTIONS: At what age does the symbolic thought phase occur? Did the observed toddlers use words to represent ideas? Did they use few or many words?

TS 14:11 Show students Teaching Aid 79, Sequence of Language Development, and lead a class discussion on the progression of language development for infants and toddlers. KEY QUESTIONS: What kinds of development must precede language development? Is the speech area of the brain developed at birth? How does social development influence language development?[C]

TS 14:12 Divide the class into cooperative learning groups. Have each group select an age from newborn to twelve to eighteen months. Ask students to find a child of the age group selected and tape record the child's language. Have students put the age of the child in months on the tape label. Play the tapes for the class (not in chronological order), and have students determine the age of the child by the sounds made on the tape.[C]

TS 14:13 Lead a class discussion on ways child caregivers can assist toddlers with language development. Explain the importance of providing age appropriate materials and experiences to promote language development. KEY QUESTIONS: Why is it important to listen carefully when young children are trying to communicate? Does reading to toddlers promote language development? What may happen if children are ignored during the language development period? Is it important to talk to infants? Why?[C]

TS 14:14 Have students read a copy of Teaching Aid 80, Sharing and Reading Books. Lead a class discussion on the different suggestions made for using books with infants and toddlers. Assign students to practice some of the suggestions and report the results to the class.[B][C]

TS 14:15 Invite a speaker who is experienced in successfully working with bilingual infants. Ask the speaker to share information with students on the language development process in bilingual infants. Assign students to prepare questions in advance to ask the guest speaker, and allow time for questions and discussion. KEY QUESTIONS: How does the process of language development differ for infants in bilingual homes? How can caregivers promote the language development of bilingual infants?

Preoperational Stage (About two to seven years)

TS 14:16 Lead a class discussion on the preoperational stage of development, emphasizing that during this stage children have serious limits on their ability to think logically. Point out that these limits include identities, functions, memory, centration, egocentrism, processes, and language. KEY QUESTIONS: How long does it take for children to overcome the limits that restrict logical thinking? How can caregivers help children overcome these limits?[C]

TS 14:17 Have students observe children in the preoperational stage and record the observations in writing. Explain that the observations will help them understand the child's lack of logical thinking ability at this stage . Have students report back to class on the observations and provide examples.[C]

TS 14:18 Lead a class discussion on the meaning of each of the limits listed in TS 14:16. Allow students to work with a partner to study information in the Reference Book and other resources and write down two activities that would encourage development of children in the preoperational stage. Share the best idea with the class and tell which of the limits it addresses.[B][C]

TS 14:19 Have students review Teaching Aid 79, Sequence of Language Development, focusing on the steps listed for twenty-four to thirty-six month olds. Ask students to project the language development that will occur between the end of this chart and the end of the preoperational period (age seven years). KEY QUESTIONS: Approximately how many vocabulary words will be added during the preoperational stage? What other areas of language development can be expected to improve?[B][C]

TS 14:20 Divide the class into cooperative learning groups and lead each group to brainstorm for language development opportunities that can be included in any early childhood program. Examples are show and tell, drawing pictures and explaining the drawing, working in pairs, and assigning tasks that require cooperation and communication. Ask each group to elect a leader to report the group's suggestions to the class.[C]

Concrete Operational Stage (About seven to twelve years)

TS 14:21 Lead a class discussion regarding the concrete operational stage. Explain that children in this stage are capable of understanding more complex logic, language, and moral concepts.

TS 14:22 Lead the class to define *classification*, *conservation*, and *seriation skills* and explain how they relate to logic. Assign students to create some activities that would allow children to demonstrate their classification, conservation, and seriation skills. Arrange for the students to try out their activities with an elementary school class. Have students discuss the success or failure of each activity and plan how to improve the activities that were not successful.[C]

TS 14:23 Lead a class discussion on factors that affect language development during the concrete operational stage. Explain that various factors (peer, family, school, media) influence language development, which in turn can influence reading and writing skills. Ask students to cite examples from their own experiences.[C]

TS 14:24 Ask students to pretend that it is their responsibility to teach a child some moral ideas that society expects children of this age to know. Have students develop a lesson plan for teaching morals and share lesson plan ideas with one another. Lead a class discussion on the ideas generated. KEY QUESTIONS: At what age are children expected to know right from wrong? How can caregivers help children learn to make judgments about right and wrong? How does playing by the rules of a game relate to moral development? Did you learn moral behavior as a child by trial and error, direct teaching, reward or punishment, or examples set by parents, siblings, and peers?[C]

TS 14:25 Divide the class into cooperative learning groups and have each group select one of the following situations:

- The child answers the telephone. The parent asks who it is. Not wanting to speak to the person on the phone, the parent instructs the child to "tell them I'm not here!"
- The parent encourages the child to share a new toy with a friend.
- A clerk returns too much change and the parent knowingly keeps the extra money.

Ask each group to consider how their situation could affect the development of a child's conscience and morals. If the effect is negative, have students suggest ways to adjust the situation to create a positive outcome.[C]

Formal Operations Stage (About eleven to fifteen years)

TS 14:26 Lead a class discussion on ways caregivers and parents can effectively advance children's intellectual development. Place the items listed below on the chalkboard and have each student rank them in the order they think would be most effective.

- reward them for good grades
- demonstrate how proud you are of them
- show interest in their schoolwork
- respect their individuality
- show warmth and acceptance
- go over their homework with them

Discuss the rankings and the reasons for them.[C]

TS 14:27 Have students define *abstract* and *concrete* and cite examples of abstract and concrete ideas. KEY QUESTIONS: What is an example of a high school class that deals mainly with concrete ideas? with abstract ideas? In which type of class do you perform best?[B][C]

TS 14:28 Have students write a paper explaining the following concept: "Formal thinkers can imagine all the things that might be, while concrete thinkers can only think about things that exist."[B][C]

15

Teaching Strategies

ESSENTIAL ELEMENTS

- Describe factors affecting the growth and development of young children.(f1A)
- Apply classroom management and program planning techniques.(f4E)
- Apply techniques for learning activities of children.(f4C)

OBJECTIVES TO ACHIEVE

- Explain how learning centers are used as a teaching strategy.
- Outline various types of indoor and outdoor learning centers.
- Relate the use of various learning centers to the physical, emotional, social, and mental/intellectual development of children.
- Describe ways to use field trips and other activities as valuable teaching strategies.

ASSIGNMENT

- Read Chapter Fifteen in the *Child Care and Guidance, Management, and Services Reference Book.*

Teaching Strategies

TS 15:1* Lead a class discussion on the different types of learning centers and how caregivers can provide for "teachable moments" in both indoor and outdoor centers. KEY QUESTIONS: What is a learning center? What is a "teachable moment?" Why is it important to have different types of learning centers?

TS 15:2 Using Teaching Aid 81, Control of Center Selection, lead a class discussion on the various methods for controlling the number of children at each learning center. Have each student select one of the methods and write a plan for implementing that method in a preschool classroom. Have students share their plans with the class.[B]

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* TS 15:1 indicates teaching strategy, chapter 15, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

LEARNING CENTERS

TS 15:3 Have students observe a local child care center and record the various types of learning centers and the activities that seem the most popular and the least popular. Have students share their observations with the class. Lead a class discussion on possible solutions that might make the least popular activities more attractive to the children.[B]

INDOOR LEARNING CENTERS

Art Learning Center

TS 15:4 Lead a class discussion on Teaching Aid 82, Values of Art Activities. Ask students to give examples of how art activities contribute to development in each of the areas cited on the teaching aid. KEY QUESTIONS: Why is it important to provide a variety of art materials? Why should children not be "rushed" when working with art materials?[C]

TS 15:5 Lead students to brainstorm for a list of inexpensive art materials, suggestions for uses, and where to obtain these materials. Some examples are dried egg shells for collages (ask families to save) or empty fabric bolts for large murals or collages (ask fabric stores to save and donate fabric bolts). Have students to determine the kind and the amount of storage space needed for each of the suggested items. Ask students to write clear, specific instructions to explain the suggested uses to children.[B][C]

TS 15:6 Show students Teaching Aid 83, Storage of Art Materials. Lead a class discussion on the storage plan shown and have students offer suggestions on how to improve it. Ask students who work at child care centers to compare this plan with the storage of art supplies at their centers and to share their comparisons with the class. KEY QUESTION: How does the organization of supplies affect the use of an art center?

TS 15:7 Lead a class discussion on how developmental stages make it necessary for caregivers to provide different art activities for children of various ages. KEY QUESTIONS: How can providing inappropriate activities lead to frustration in children as well as in caregivers? What are some examples of this?

TS 15:8 Divide the class into cooperative learning groups and assign each group one of the problems described on Teaching Aid 84, Art Learning Center Case Studies. Have the groups discuss their assigned problem and possible solutions. Provide time for each group to share the problems and possible solutions with the class. Using decision-making steps, have the class decide on the best solution for each problem.[C]

TS 15:9 Have students share memories of art activities they participated in as preschoolers. Compile a list of art activities discussed. KEY QUESTIONS: What types of activities did the students like best? Why?[C]

TS 15:10 Instruct each student to work with a partner to plan an art learning center that would provide for exploration and development of the following skills:

- Motor skills (gross motor and fine motor)
- Creativity (enhancing imagination)
- Texture contrasts (same and different)
- Color recognition
- Pattern or shape recognition
- Size differences

Then, have each pair of students turn in their plan. Place each plan in an unmarked folder and distribute the folders throughout the class, making sure the owners do not have their own plan. Have the groups critically evaluate the plans and offer any suggestions for improvement.[B][C]

Block Learning Center

TS 15:11 Distribute various supply catalogs which include children's toys (available free of charge from a school supply store or a developmental toy store). Instruct students to compile a list and a description of the various types of blocks found in the catalog. Have them complete the listing by deciding which skill(s) each type of blocks would encourage. KEY QUESTIONS: Which blocks contribute to several kinds of development? Which ones seem to have only one purpose? Which have many purposes and possible uses? Which would be best for infants? toddlers? preschoolers? Why? If only one type of blocks could be provided for a classroom of three-year olds, which type would you select? Why?[B]

TS 15:12 Lead a class discussion on the amount of space needed in the block learning center. KEY QUESTIONS: How does the age of children using the block center affect the amount of space needed? What other kinds of toys may be used in the block center to aid children in using their imaginations when playing with blocks?

Computer Learning Center

TS 15:13 Have students check with local child care centers or childhood education/school supply stores for sources and titles of computer programs for children to use. Compile a class list and divide it into appropriate learning centers and/or topics. Distribute copies of the list to child care centers.[B][C]

TS 15:14 If a computer is available to your classroom, check with the local library for a few good computer programs for preschoolers. Provide time for students to try the programs and evaluate them according to the following checklist:

- Is it easy to load?
- Does it provide simple and easy to read instructions?
- Would a child need help in doing this program?
- Are there interesting graphics (colorful, moving)?
- Is there a clear signal for right/wrong?
- Does it provide a variety of games or problems?
- What age would you recommend this program for (without help?)[B]

TS 15:15 Allow students working in a child care center where computers are available to explain how the computers are used. Have students write instructions they would give children in order to establish a rotation basis for use of the computer(s).[B][C]

Science Learning Center

TS 15:16 Lead students to brainstorm for exhibits or projects that could be included in a science learning center to promote discovery learning about nature. KEY QUESTIONS: What other methods (nature walks, field trips, museum visits) can be used to develop children's awareness and learning about nature? How often should materials in the science center be changed? What safety precautions would need to be considered when planning science exhibits or projects for children?[C]

TS 15:17 Lead a class discussion on the role of a child caregiver when working in the science center. KEY QUESTIONS: How can a caregiver assist and provide appropriate guidance to children without interfering with discovery learning? Why is it important for children to have opportunities to explore and discover for themselves?[C]

TS 15:18 Have students plan some simple cooking activities that would allow children to learn science concepts. Ask students to share their plans with the class. KEY QUESTION: What safety precautions would be necessary when having children participate in cooking activities?[B][C]

Dramatic Play Learning Center

TS 15:19 Lead a class discussion on the props needed for setting up various role settings in the dramatic play center. Ask students to determine the amount of space needed for storage of the props. Remind students that the storage should allow children easy access to play with and enjoy the materials, as well as encourage them to pick up and put away materials or props when necessary.[B]

TS 15:20 Instruct each student to draw a floor plan for a dramatic play center. The floor plans should include storage areas, child-sized furnishings, and props for a designated role setting.[B]

TS 15:21 Have each student plan and provide simple props for a dramatic play activity such as a grocery store, a library, or a doctor's office. Have students implement their plans with a group of children. Ask each student to report to the class on the children's participation in and reaction to the activity.[B][C]

Language Arts Learning Center

TS 15:22 Show students Teaching Aid 85, Verbal Development. Have students cite examples of verbal development in children of various ages that they know personally or have had an opportunity to observe. KEY QUESTIONS: Based on the teaching aid information, how would a language arts activity for a three-year-old differ from an activity for a six-year-old? What types of books would be appropriate at each age? Why? What types of activities would be appropriate at each age? Why?[C]

TS 15:23 Ask students to select a story appropriate for a small child. Have the students read the story to the child and share the child's reactions to the story with the class. KEY QUESTIONS: Were the stories appropriate for the children's age and language development? What clues did the children's reactions give about the appropriateness of the stories?[B][C]

TS 15:24 Divide the class into cooperative learning groups. Have each group select a song with some finger or hand motions to teach at a care center. Ask the groups to work with children ages two through four. Lead a class discussion on the types of participation they should expect from the two-, three-, and four-year-old children. Have each group share their observations of participation levels for different age groups with the class. (Two-year olds will listen and repeat some words; three-year olds will sing along on most of the song and try some finger or hand motions; and four-year olds will sing the entire song and be able to do all the finger or hand motions.)[B][C]

Manipulative Play Learning Center

TS 15:25 Invite an early childhood educator to visit the class and bring examples of various forms of manipulative equipment. Ask the speaker to lead a class discussion on skills children learn from the equipment, as well as age appropriateness. Allow time for students to experiment with the materials and ask questions of the guest speaker. Have students write a summary of the information covered.[B][C]

TS 15:26 Arrange for each student to observe at a child care center and complete the form on Teaching Aid 86, Manipulative Center Observation Form. Have students share their findings with the class.[B]

Math Learning Center

TS 15:27 Lead a class discussion on Teaching Aid 87, Materials for Use in Developing Mathematical Concepts. Have each student select three of the materials listed and develop three math activities using each of the selected materials. In designing the activities, students should use the list of concepts in the Reference Book and explain which concept(s) each activity enhances.[B][C]

TS 15:28 Ask students to develop written instructions for an activity to teach children each of the following concepts:

- Going IN and OUT
- Standing BEHIND, BESIDE, or IN FRONT
- BIG and LITTLE
- MORE and LESS
- UP and DOWN
- TOP and BOTTOM

Have students share their best activity in class and compile a booklet of all the suggested math activities.[B][C]

TS 15:29 Ask each student to develop and use a counting activity with a small group of children. Have students prepare a written summary of their experience, detailing the children's participation, interest, and achieved learning. The reports should include suggestions for improving the activity if it was not effective as originally planned.[B][C]

Music Learning Center

TS 15:30 Arrange for students to observe a local day care center. Have the students record on observation forms any behaviors that involve music (humming, dancing, singing, playing instruments, and experimenting with sounds.) Provide class time for students to share their observations. KEY QUESTIONS: Did the children perform these activities on their own or were they guided by an adult? How can caregivers provide opportunities for children to experiment with musical activities on their own? with adult guidance?[B][C]

TS 15:31 Give students a copy of Teaching Aid 88, Homemade Rhythm Instruments. Ask students to select one instrument to make as an out-of-class assignment. Have students try out the instruments to be certain they work and evaluate them for safety before donating them to a local child care center.

TS 15:32 Divide the class into cooperative learning groups. Assign each group to develop and teach a musical activity at a local child care center. Have each group elect a leader to share the group's experience with the class.[C]

Quiet Learning Center

TS 15:33 Lead a class discussion regarding the importance of a quiet learning center. Ask students to plan a quiet learning center on graph paper and include descriptions of furnishings that could be used. KEY QUESTIONS: Why is it important for children to have some private time occasionally? Why is it important that the quiet learning center not be used for punishment?[B]

Woodworking Learning Center

TS 15:34 Have students work in small groups to make woodworking center safety signs. The signs should incorporate symbols or pictures that would be clear to children without reading abilities.[B][C]

TS 15:35 Lead a class discussion on the necessary equipment for a woodworking center, a good arrangement for the equipment, and a floor plan for the center. Assign students to write and turn in summaries of concepts discussed.

TS 15:36 Have students develop a simple project or activity, including safety instructions, that could be used in the woodworking learning center. Examples are using wood glue on small pieces of wood, using a small hammer or saw, or using sandpaper on wood to make it smooth.[B][C]

OUTDOOR LEARNING ACTIVITIES

TS 15:37 Lead a class discussion on the possibilities of indoor learning centers being moved outside during nice weather. KEY QUESTIONS: How would you plan for each of the indoor centers to be implemented outdoors? What special considerations would need to be made? Why? What would be the advantages and disadvantages of doing this?

TS 15:38 Divide the class into small cooperative learning groups. Have each group discuss outdoor activities that fall under the topic: "Outdoor Play Ideas For The Four Seasons." Ask each group to think of two ideas appropriate for each season's weather conditions. Have each group elect a leader to share the group's suggestions with the class.[C]

Wheel Toys

TS 15:39 Divide the class into cooperative learning groups and have them design traffic signs, using pictures or symbols that could be used to teach children tricycle path traffic rules. KEY QUESTIONS: How could the signs be posted on the tricycle path? How tall should the signs be?[B][C]

TS 15:40 Divide the class into cooperative learning groups and have them develop a game, story, or song that teaches the meaning of the traffic signs. Allow each group to demonstrate their activity to the class. KEY QUESTION: How does each activity meet the goal of teaching traffic safety?[B][C]

Sand and Water Learning Center

TS 15:41 Arrange for students to observe a local day care center during outside play time. Instruct them to observe the sand area and record any dangers or safety hazards they see. Have each student bring their observation list to class, and have a volunteer write a class list on the chalkboard. From this danger list, have students create a new list of rules for the sand area, if needed.[B]

TS 15:42 Ask students to look through catalogs and newspapers for examples of equipment or toys that would be suitable for use in sand and water learning centers. Have students display pictures of the toys or equipment and indicate the type of development each would encourage.[B]

Climbing Equipment

TS 15:43 Have students observe and interview five children playing on outdoor climbing equipment at a park or a child care center. Have each student write a paper listing the reasons the children gave for choosing that equipment to play on. Ask students to share their reports with class.[B][C]

Swinging

TS 15:44 Invite a guest speaker from a child care center or kindergarten to inform students about the value of outdoor play equipment and the safety requirements that must be met. Have students prepare appropriate questions in advance for the speaker.[B][C]

Outdoor Quiet Space

TS 15:45 Lead students to brainstorm to develop a list of places or things that could be used as outdoor quiet spaces. Ask students to write an evaluation of each suggestion for safety and the capability of being easily monitored by caregivers.[B][C]

FIELD TRIPS AND OTHER TEACHING STRATEGIES

TS 15:46 Have students research the various locations in town that would be suitable for children's field trips. Have them determine the arrangements necessary and the cost (if any). This could be done as an FHA/HERO project.

TS 15:47 Obtain samples of permission slips that are used by child care centers in your area. Set up an exhibit or have students study the slips to determine what types of information are included. Ask each student to design an appropriate permission slip for parents to sign that would explain an upcoming field trip. Be sure specific details about the field trip and the cost per child are included.[B]

TS 15:48 Show students Teaching Aid 89, Special Activities Appropriate for Children. KEY QUESTIONS: How does age affect children's interests? Why do you think two- and three-year olds would not be as interested in visiting a fire station as four- and five-year olds? Why are two-year olds interested mainly in birthday parties for themselves, while older children begin to enjoy parties for others?

TS 15:49 Divide the class into pairs. Have each pair select one of the following "special days" and plan three activities for that day for a preschool classroom:

- Birthdays
- Thanksgiving
- Valentine's Day
- Halloween
- Christmas
- Easter
- Independence Day

Ask students to share their special activities with the class.

16

Newborns and Infants

ESSENTIAL ELEMENTS

- Apply classroom management and program planning techniques.(f4E)
- Demonstrate appropriate teaching methods and skills.(f4B)
- Point out developmental differences in children of various ages.(f1B)

OBJECTIVES TO ACHIEVE

- Identify environmental factors which influence prenatal development and known traits which are genetic.
- Describe major adjustments which are made in the body systems of a neonate after birth.
- Describe the physical traits (reflexes, sensory abilities, and states) of a neonate.
- Describe major characteristics of infants from birth to four months of age.
- Outline appropriate teaching strategies to meet the developmental needs of infants from birth to four months of age.
- Describe major characteristics of infants from four to eight months of age.
- Outline appropriate teaching strategies to meet the developmental needs of infants from four to eight months of age.
- Describe major characteristics of infants from eight to twelve months of age.
- Outline appropriate teaching strategies to meet the developmental needs of infants from eight to twelve months of age.

ASSIGNMENT

- Read Chapter Sixteen in the *Child Care and Guidance, Management, and Services Reference Book.*

Newborns and Infants

TS 16:1* Have students define *heredity, environment, prenatal,* and *neonate.* Ask students to compare their definitions to the definitions in the dictionary. KEY QUESTIONS: Which factor, environment or heredity, is most important in prenatal development? in neonatal development?[B]

GENETIC INFLUENCES ON PRENATAL DEVELOPMENT

TS 16:2 Lead a class discussion on genetic traits. Ask students to interview parents or grandparents about inherited traits in their families such as hair color, eye color, and body build. Have the students prepare a chart that is similar to a family tree diagram that identifies the three inherited traits listed above for each family member. KEY QUESTIONS: If a grandparent has red hair, how many children and grandchildren have inherited the same hair color? the same eye color?[B]

TS 16:3 Show a film on birth defects from the March of Dimes or another source. Ask students to prepare a written summary of information gained from the film. KEY QUESTIONS: What percentage of babies born in the United States each year have some type of birth defect? What are the impacts on families to which these children are born? Which birth defects are related to heredity? What can be done to prevent these birth defects?[B]

TS 16:4 Invite a genetic counselor to explain to the class the processes and procedures used in genetic counseling work. Ask the speaker to include also information on the treatments available for different types of birth defects. Before the speaker's visit, have each student prepare and turn in one written question for the speaker to answer, if time permits. Screen the questions to eliminate duplication.[B]

TS 16:5 Lead a class discussion about "old wives tales" regarding birth defects. KEY QUESTION: Why is it important to know the facts about hereditary birth defects?

ENVIRONMENTAL INFLUENCES ON PRENATAL DEVELOPMENT

TS 16:6 Lead a class discussion on the environmental factors that may adversely affect a developing fetus. Include in the discussion: poor nutrition, measles, lack of medical care, alcohol, over-the-counter drugs, caffeine, sugar substitutes, tobacco, and illegal drugs such as cocaine, marijuana, and crack.[B]

TS 16:7 Ask students to work in cooperative learning groups to prepare posters on one of the drug-related birth defects. Excellent pamphlets are available from the March of Dimes if students need more information. Arrange a display of the posters in the school or in a local women's clinic. NOTE: Students may prepare either a birth defect prevention poster or a poster describing the birth defects caused by drugs.[B][C]

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* TS 16:1 indicates teaching strategy, chapter 16, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

ADJUSTMENTS THE NEWBORN MUST MAKE

TS 16:8 Arrange a tour of a neonatal care unit. Arrange for a nurse to explain procedures and equipment. Ask the students to carefully observe and write a description of the neonates' physical appearance including similarities and differences.[B]

TS 16:9 Lead a class discussion on the body systems of a newborn that may not work well at birth. Include the respiratory, circulatory, and digestive systems as well as body temperature. KEY QUESTIONS: Which system regulates breathing? heart rate? body heat? What causes some babies to develop jaundice a few days after birth? Which system develops better with tactile stimulation? Why should a baby's head be covered when it is taken outside?[B]

PHYSICAL ABILITIES OF THE NEONATE

TS 16:10 Invite a mother or father and their infant to visit class. Ask students to observe the infant and list all the reflex actions that are exhibited during the infant's visit. Compare the lists for accuracy. KEY QUESTIONS: What determines that an action or response is the result of a reflex? Were all the observable reflexes identified by most of the class?[B]

TS 16:11 Lead a class discussion about the five newborn states and their characteristics as listed on page 202 in the Reference Book. Have each student individually arrange to interview the mother of a newborn and compile a chart on the average amount of time per day a newborn spends in each state. Have students share their information with the class. KEY QUESTIONS: How can caregivers protect infants from too much stimulation? Are the same positions or movements soothing to all infants?[C]

Caring for Infants

TS 16:12 Lead a class discussion on the infant/caregiver interactions during routine care such as nap time, diapering, and feeding. KEY QUESTIONS: Why is it important for a caregiver to be aware of developmental levels of infants? How do positive, nurturing interactions with infants enhance the infant's development?[C]

BIRTH TO FOUR MONTHS OF AGE

TS 16:13 Lead a class discussion on how infants get information and depend on parents and caregivers for physical and emotional security. KEY QUESTIONS: How can a caregiver promote a feeling of security in infants? What can caregivers do to promote intellectual development in infants?

Physical Development

TS 16:14 Divide the class into cooperative learning groups. Have each group develop an activity that could be used by a caregiver to help infants develop physically.

Activities may be planned for any of the following areas of physical development:
- muscular control
- nourishment
- sleep
- elimination
- hearing
- seeing
- tasting and smelling
- touching

Students may refer to Table 16.2 on pages 212 and 213 of the Reference Book for examples. Ask each group to elect a group leader who will report.[B][C]

TS 16:15 Ask students to observe caregivers of infants in a child care center. KEY QUESTIONS: What techniques or activities were the caregivers using to promote physical development in the infants? How effective were the techniques?

Emotional and Social Development

TS 16:16 Lead a class discussion on the ways infants develop feelings of trust and security. KEY QUESTIONS: Why is it important for caregivers or parents to respond quickly and consistently to the needs of infants? Why should a caregiver talk to an infant?[C]

TS 16:17 Ask students to define *temperament.* Have students share their definitions in class. KEY QUESTIONS: What clues can a caregiver use to determine the temperaments of infants? In what ways can caregivers communicate with infants?[B]

Intellectual Development

TS 16:18 Have each student draw a slip of paper with one of the teaching strategies listed below printed on it. Ask each student to plan a short activity that relates to the teaching strategy, then share it with the class. The following teaching strategies can promote intellectual development in infants:
- Provide a safe place where infants may explore outside of a crib or play pen.
- Provide toys that stimulate the five senses.
- Provide equipment that encourages eye-hand or hand-mouth coordination.
- Provide interesting things for infants to do outdoors in good weather.
- Provide toys with a variety of shapes, colors, and textures.
- Provide caregivers opportunities to sing to, talk to, and play with each infant.[C]

FOUR TO EIGHT MONTHS OF AGE

TS 16:19 Lead a class discussion regarding the characteristics of four- to eight-month-old children. KEY QUESTIONS: What physical achievements can be expected during this period of development? What mental and emotional development usually occur in this age group?

Physical Development

TS 16:20 Lead a class discussion on the physical development that can be expected in the four- to eight-month-old age group. KEY QUESTIONS: Which muscles are used in sitting or standing? in creeping or crawling? What type of physical development is occurring when a baby drools a lot?

TS 16:21 Invite some parents to bring infants to class for observation. If possible have a four-month-old, a five-month-old, a six-month-old, and a seven-month-old infant visit the class, so that students can see and compare the physical differences that occur within this age group. Alert students to watch for manipulation skills, locomotion skills, and seeing and hearing skills. Before the visit, ask students to prepare questions for the parents regarding their infants' teething and eating patterns.[B][C]

TS 16:22 During the infants' visit to the class (from above activity), ask some students to conduct the following activities. Provide a small, brightly colored toy. Let an infant hold the object for a short time, then take the object and move it in front of the infant's face to the right. Then hold the object in front of the infant's face again, and drop it on the floor. Tie a string to the toy and swing it slowly in front of the infant. Try each of these activities on infants of different ages. KEY QUESTIONS: Does the infant follow the object with his/her eyes? Does the infant try to reach for the toy when it drops? Does the infant try to grasp the swinging object? Does the age of the infant determine the amount of physical skill exhibited?

Emotional and Social Development

TS 16:23 Lead a class discussion on the range of emotions that a four- to eight-month-old can display. Include happiness, fear, pleasure, and frustration. Ask students to cite examples of how each of these emotions can be expressed by infants.

TS 16:24 Divide the class into cooperative learning groups. Ask each group to develop a learning activity that would promote emotional and social development in four- to eight-month-old infants. Groups should review the information in Table 16.3 on page 215 in the Reference Book. Have each group elect a leader to give a presentation on the groups's activity.[C]

Intellectual Development

TS 16:25 Lead a class discussion on the major areas of intellectual development that occur in the four to eight month age group. Ask students to define the intellectual skill of *object permanence*. KEY QUESTION: How can one determine when an infant has developed this intellectual skill?[B]

TS 16:26 Ask students to interview caregivers about methods used to encourage language development by the four- to eight-month-old infants. Have each student turn in a written report and give a brief oral summary of the report to the class.[B][C]

TS 16:27 Have students define *cooing*, *babbling*, and *crying* as components of language development. KEY QUESTIONS: Which component is the most advanced language skill for infants? How can infants be encouraged to experiment with and repeat different sounds? Why is it important for caregivers to have verbal interaction skills when working with infants?[B]

EIGHT TO TWELVE MONTHS OF AGE

TS 16:28 Lead a class discussion on the development that occurs in eight- to twelve-month-old infants. Point out that infants usually become very mobile during this stage. KEY QUESTIONS: What other characteristics are typical for this age group? How can caregivers provide a safe environment for these mobile infants?[C]

TS 16:29 Select a large picture of a an older infant (eight to twelve months) and use it to create a poster/bulletin board entitled "Infant–Toddler Development." Place the picture in the upper left hand corner and sketch, with a wide marker on the background, a straight or curved roadway. Prepare cards in the shape of vehicles with the following words: physical, emotional/social, and intellectual. Add the cards to the roadway as each area of development is studied. KEY QUESTIONS: How can caregivers and parents encourage development? What adverse effects on development may occur due to a lack of encouragement at each level?[C]

Physical Development

TS 16:30 Lead a class discussion on the physical development that can be expected to occur during the first eight to twelve months of a child's life. Following the discussion, ask students to observe the physical development of eight- to twelve-month-old infants at a child care center. Have students record and report all the examples of large motor development that are observed. KEY QUESTION: Did the stages of large motor development generally follow the pattern outlined on page 209 in the Reference Book?[B][C]

TS 16:31 Ask students to prepare a list of toys that would be appropriate for infants who are eight to twelve months old. The toys should encourage physical development of either large motor or small motor skills. Compile a complete list of all the toys suggested by students and have the class evaluate the suggestions for safety and appropriateness for the age group.[B][C]

TS 16:32 Lead a class discussion on how the rapid physical development that occurs during this period may influence other aspects of a child's development. Include influences on independence, self-concept, and eating patterns. KEY QUESTIONS: Should independence in eating be encouraged? How can infants learning to hold their own bottle or drink from a cup affect the self-concept? What kinds of foods can help encourage self-feeding?[C]

Emotional and Social Development

TS 16:33 Have students define *preference* and *persistence*. Lead a class discussion on the signs of emotional and social development that can be expected during this age period. KEY QUESTION: What kind of development is indicated when infants begin to express preferences for toys, food, or people?[B][C]

TS 16:34 Show students Teaching Aid 90, Promoting Independence. Divide the class into cooperative learning groups. Have each group select one of the suggestions on the teaching aid. Have the groups develop and write down two activities that could be used with infants to carry out the suggestion. Have each group elect a leader to present and describe their activities to the class.[B][C]

TS 16:35 Lead a class discussion on negative behaviors that are sometimes exhibited as infants seek to become more independent. Point out that some infants may say "No" to every question or do just the opposite of what has been asked. KEY QUESTIONS: Why do infants often say "no" and do the opposite of what is asked? How should caregivers respond in these situations?

Intellectual Development

TS 16:36 Have students review the concept of *object permanence,* which is described on page 176 of the Reference Book. Lead students to brainstorm on object permanence. Have students suggest activities that would be interesting and fun for infants who have achieved this intellectual skill.[B]

TS 16:37 Show students Teaching Aid 80, Sharing and Reading Books, in Chapter 14. Ask students to try out some of the teaching aid suggestions on infants who are eight to twelve months of age. Have students report to the class on the activity and offer suggestions for improving their techniques at the next opportunity. KEY QUESTIONS: How can one tell when an infant is tired of a reading activity? How can reading or sharing picture books with infants promote their language development? Can infants understand more words than they can say?[B][C]

17

Toddlers

ESSENTIAL ELEMENTS

- Apply classroom management and program planning techniques.(f4E)
- Demonstrate appropriate teaching methods and skills.(f4B)
- Demonstrate techniques to assist children in developing acceptable behavior patterns.(f1C)
- Point out developmental differences in children of various ages.(f1B)

OBJECTIVES TO ACHIEVE

- Describe major characteristics of toddlers from 12 to 18 months of age.
- Outline appropriate teaching strategies to meet the developmental needs of toddlers from 12 to 18 months of age.
- Describe major characteristics of toddlers from 18 to 24 months of age.
- Outline appropriate teaching strategies to meet the developmental needs of toddlers from 18 to 24 months of age.
- Describe major characteristics of toddlers from 24 to 30 months of age.
- Outline appropriate teaching strategies to meet the developmental needs of toddlers from 24 to 30 months of age.
- Describe major characteristics of toddlers from 30 to 36 months of age.
- Outline appropriate teaching strategies to meet the developmental needs of toddlers from 30 to 36 months of age.

ASSIGNMENT

- Read Chapter Seventeen in the *Child Care and Guidance, Management, and Services Reference Book.*

Toddlers

TS 17:1* Lead a class discussion on safety hazards for toddlers. Point out that toddlers learn many new skills and often practice them at full speed, which can lead them into dangerous situations. KEY QUESTIONS: What can caregivers do to provide a safe environment for toddlers? Why do toddlers sometimes display frustration through temper tantrums?[C]

TS 17:2 Lead a class discussion of general characteristics that toddlers display in each area of development. Ask students to identify growth and development patterns that can be anticipated for children during the toddler stage.

TWELVE TO EIGHTEEN MONTHS OF AGE

Physical Development

TS 17:3 Ask students to identify equipment that would require a twelve- to eighteen-month-old child to crawl or climb over or under it. Crawling and climbing encourage the development of gross motor (large muscle) skills. Have students use the equipment with twelve- to eighteen-month olds and describe the results in a brief written report on the equipment used and the physical abilities of the toddlers.[B]

TS 17:4 Have students observe toddlers in the twelve- to eighteen-month-age group at a child care center for nap and meal patterns. Ask students to complete the observation forms on Teaching Aid 91, Nap and Meal Time for Toddlers. KEY QUESTIONS: Why should caregivers be familiar with basic physical development to provide optimal nap and eating experiences in a toddler class? How could the observed nap and meal patterns be improved?[B][C]

Emotional Development

TS 17:5 Lead a class discussion of the three temperament styles including the easy child, the difficult child, and the slow-to-warm-up child. KEY QUESTIONS: Which child adapts best to new situations? Which child is usually negative? What caregiving strategies should be utilized with each?

TS 17:6 Listed below are some common causes of emotional outbursts by toddlers. Have students record ways of dealing with the following problems:

- fear of separation primarily from the caregiver (answers could include: praising achievements, reassuring child of love, listening patiently to child's fears, and explaining what will happen during the day and that primary caregiver will return)
- temper tantrums (answers could include: ignore child, isolate from others, and distract or redirect to new activity)
- aggressive behavior (answers could include: teaching appropriate expressions of anger, and teaching or modelling new ways of getting attention from peers and

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* TS 17:1 indicates teaching strategy, chapter 17, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

adults)
Ask students to share their suggestions with the class. KEY QUESTIONS: Why is it important to identify the cause of emotional outbursts? What characteristics would caregivers need to have in order to determine a response for emotional outbursts?[B]

TS 17:7 Ask students to illustrate various emotional expressions by drawing paper plate faces. Emotions depicted might include happy, sad, mad, and surprised. Have students take their "faces" and show them to some twelve- to eighteen-month-old toddlers while verbally labeling the emotions. Suggest that students reinforce the drawings by imitating the faces themselves and repeating the labels several times. KEY QUESTIONS: Did the toddlers imitate the plate faces? your face? Did the toddlers attempt to imitate the verbal labels?[C]

Social Development

TS 17:8 Lead a class discussion regarding self-centeredness in toddlers. KEY QUESTIONS: Why do toddlers play alone or alongside others? Why should toddlers be allowed to play alone? What learning leads to a toddler' s development of a sense of self identity?[C]

TS 17:9 Explain to the class that twelve- to eighteen-month-old toddlers are beginning to understand object permanence, which Piaget defines as the knowledge that an object is permanent and can only occupy one location. Ask students to try the following experiment with a child in the twelve- to eighteen-month-old age range: Using two small paper sacks, hide a small object, (such as a golf ball, etc.) inside sack #1 in front of an infant. If the infant finds the ball, repeat this procedure using sack #2. KEY QUESTIONS: Did the infant find the ball inside sack #1 after the first part of the task? Did the infant find the ball inside sack #2. Or, did the infant look again for the ball in sack #1? NOTE: If the infant is able to locate the ball in each sack, he/she has developed a good sense of object permanence.[C]

Intellectual and Language Development

TS 17:10 Ask each student to observe a toddler (twelve months) and another toddler (sixteen months) for approximately one hour. Have students record all the words used by each toddler. Have students share their information with the class. KEY QUESTIONS: What were the minimum, average, and maximum number of words recorded for twelve-month-old toddlers? for the sixteen-month-old toddler? How rapid is language development for this age group?[B]

TS 17:11 Have students work in pairs to draw or trace animals such as a cow, horse, dog, cat, rabbit, duck, and chicken. Then, ask students to color the animals and laminate them. Have students show these animals in a classroom of twelve- to eighteen-month olds to determine if the toddlers will imitate the sounds made by each animal. For example, have students ask the toddlers, "What sound does a cow make?" Instruct students to keep a written record of the responses of the toddlers. Ask students to share results with the class. NOTE: Simple animal drawings can be found in most children's story or coloring books. You might suggest that one member of the pair show the pictures and ask questions and the other write down the responses of the toddler.[B][C]

EIGHTEEN TO TWENTY-FOUR MONTHS OF AGE

TS 17:12 Lead a class discussion on the general characteristics of development during the eighteen to twenty-four months of age period. KEY QUESTIONS: What are some fine motor skill activities that can be used with this age group? How do relationships with caregivers change as toddlers become more independent? What is meant by the statement that toddlers begin to use "mental trial and error" rather than "physical trial and error" during this period?

Physical Development

TS 17:13 Set up a display of toys, games, and puzzles appropriate for different age levels. Ask each student to evaluate the display and list those that would be appropriate for eighteen- to twenty-four-month-old toddlers based on the physical developmental characteristics for that age group.[B][C]

TS 17:14 Ask students to observe toddlers at a child care center for evidence of "self-help" skills. Have students record the tasks that the toddlers perform and indicate whether each task is a large muscle development skill or a small muscle development skill. KEY QUESTIONS: What can these toddlers do for themselves that involve physical development skills? Which muscles are the toddlers able to control best? Why?[C]

TS 17:15 Ask students to list all the physical skills they can think of that are associated with daily routines of toddlers. Lead a class discussion on the importance of daily routines for toddlers. KEY QUESTIONS: Why is it important that a caregiver maintain daily routines for toddlers? How do daily routines develop physical skills of toddlers?[B]

Emotional Development

TS 17:16 Ask students to find and bring to class magazine pictures of toddlers showing various emotions. Lead a class discussion based on the emotions being displayed in each picture. Point out that learning to label one's own feelings and the feelings of others is a major task for young children. KEY QUESTIONS: How can caregivers help children identify their own feelings and emotions? How can caregivers help children take the perspective of another person?[C]

TS 17:17 Lead a class discussion on the physical aggression, fears, and fantasies that toddlers in the eighteen- to twenty-four-month-age group may display. Ask students to suggest positive ways caregivers can deal with these behaviors. Remind students that it is important to help the toddler build self-esteem.[C]

TS 17:18 Divide the class into cooperative learning groups. Have each group develop a skit or puppet show that could be used to teach toddlers simple rules or limits about negative behavior and develop a sense of "right and wrong." Have each group elect a leader to explain the skit or puppet show to the class. Arrange for groups to try out their skits or puppet shows with toddlers in a child care center.[C]

Social Development

TS 17:19 Lead a class discussion on the self-centeredness of toddlers. Point out that group activities should be very brief and not used frequently with this age group. KEY QUESTIONS: How can caregivers help toddlers begin to develop skills in getting along with others? Should caregivers begin group activities for toddlers in small or large groups? Why do songs or stories with motions help hold toddlers' attention?[C]

TS 17:20 Divide the class into cooperative learning groups. Have each group brainstorm for ideas to help toddlers learn to identify familiar faces. Some ideas include: making up a name song in which the toddlers sing and/or point to the child as his/her name is sung; playing "I Spy" with children's clothing colors, eye colors, or hair colors; showing pictures of toddlers' families and asking for identification. Ask each group to share their ideas with the class.

TS 17:21 Ask students to observe toddlers for social development and use Teaching Aid 92, Social Development, to record the observations. KEY QUESTIONS: What were the differences in the toddler's social skills with adults and with peers? What responses did you observe from the other persons that were positive or negative? How did the positive or negative responses affect the toddler's interactions with that person?[B][C]

Intellectual and Language Development

TS 17:22 Lead a class discussion on the vocabulary of an average eighteen- to twenty-four-month-old. Have students share examples of toddlers speech patterns. KEY QUESTIONS: How many words does a typical toddler of this age use? How should a caregiver respond to poor grammar usage? How can caregivers promote proper language development and usage?[B][C]

TS 17:23 Have each student create a game for toddlers that would require matching skills. The game should be simple, with only four to eight pairs. Some ideas include: matching colored blocks, matching shapes, matching textures, and matching like picture cards. Compile the ideas into a "Teaching Ideas" page and share it with a local child care center.[B]

TWENTY-FOUR TO THIRTY MONTHS OF AGE

Physical Development

TS 17:24 Lead a class discussion on the importance of proper food and rest during this period of rapid physical growth. Have some students read references to find out how much food is recommended for a twenty-four- to thirty-month-old toddler. Ask other students to interview parents of toddlers in this age group to determine how much rest the toddlers require. Have both groups share information with the class.[B]

TS 17:25 Show a video of the children's exercise program entitled, Mousercise. Ask students to design an exercise program that would be interesting, safe, and effective for twenty-four- to thirty-month olds. Have students take turns leading classmates in the exercise program each developed.[C]

TS 17:26 Lead a class discussion of positive and negative ways to encourage or discourage potty training. Then, provide time for students to role play caregivers reacting to potty training situations in both positive and negative ways. KEY QUESTIONS: What information/knowledge would a caregiver need in order to determine appropriate potty training techniques for individual children? What long-term effect can the training technique have on a child? What effect does praise have on potty training?

Emotional Development

TS 17:27 Have students define *autonomy*. Compare students' definitions to the dictionary definition. KEY QUESTION: How do toddlers gain autonomy? What can caregivers do to promote automony in toddlers?[B]

TS 17:28 Lead a class discussion on a toddler' s desire to please and show affection. KEY QUESTIONS: How should caregivers react to efforts by toddlers to clean up or help with chores? How much assistance should the caregiver provide?

TS 17:29 Have students write a paragraph on how a caregiver should react when an aggressive child bites or hits another child to get attention. Ask students to share their ideas with the class on how toddlers can be encouraged to express feelings in an acceptable manner.[B][C]

TS 17:30 List on the chalkboard or a handout sheet the following guidelines for encouraging independence:

- Allow toddlers to withdraw from group activities.
- Accept a toddler's deviation from planned activities.
- Provide opportunities for verbal interpretation.
- Plan activities that allow for individuality.
- Respect a toddler's wishes to be alone.
- Provide opportunities for toddlers to select activities.

Lead a class discussion based on the guidelines and ask students to give specific examples for carrying out each guideline.

Social Development

TS 17:31 Divide the class into cooperative learning groups or pairs. Ask each group to develop some simple rules or behavior limits that would help toddlers develop socialization skills. Have each group elect a leader to report to the class. KEY QUESTIONS: Are the suggested rules fair? Why is it important for caregivers to be consistent in enforcing rules or limits?[C]

TS 17:32 Ask students to observe some twenty-four- to thirty-month-old toddlers at play. The observations could be in a child care center or another location where toddlers of similar age are grouped together. Have students record any attempts at socialization and share their observations with the class.

Intellectual and Language Development

TS 17:33 Lead a class discussion on the intellectual and language development that occurs during the twenty-four- to thirty-month-age period. KEY QUESTIONS: Does an interest in television help or hinder language development in toddlers? Why do toddlers have difficulty with time concepts?[C]

TS 17:34 List the following "telegraphic phrases" on the board:

- ball mine
- me drink
- get dog
- want mommy
- thirsty
- want eat now
- no sleep
- want toys
- no! mine
- no like beans
- bird flies high
- she hit
- home now

Ask students to create several possible restatements of each phrase that would help increase the toddler's vocabulary without being negative.

TS 17:35 Have each student identify two activities that would encourage intellectual/language development in toddlers. Allow students to demonstrate giving instructions or directions for the activity in class. KEY QUESTIONS: How does the activity encourage development? How could the activity be expanded to encourage further development?[C]

THIRTY TO THIRTY-SIX MONTHS OF AGE

Physical Development

TS 17:36 Lead a class discussion on the self-help skills including dressing, toileting, eating, and washing that are still a focus for learning by the thirty- to thirty-six-month-old toddler. Divide the class into cooperative learning groups to develop a learning activity for one of the self-help skill areas. Have each group elect a leader to share the group's activity with the class.

TS 17:37 Ask each student to try out one of the learning activities with a toddler in the thirty- to thirty-six-month-old age group. Have each student report the results to class. KEY QUESTIONS: How would you improve on the original activity now that you have used it with a child? Did the activity appear to be helping the child with a self-help skill?[C]

TS 17:38 Have some students research types of playground equipment. Have other students visit city or school playgrounds and record the types of equipment available. Have students report their findings to the class. Divide the class into cooperative learning groups to design obstacle courses that would be physically appropriate and safe for thirty- to thirty-six month olds. Ask each group to illustrate their obstacle courses, list the materials needed, and write a report on how the obstacle course could contribute to the physical development of thirty- to thirty-six-month-old.[B][C]

TS 17:39 Have each student lead a game of "Simon Says" with a group of thirty- to thirty-six-month-old toddlers. KEY QUESTIONS: Did the toddlers know all of their body parts? Did they follow the directions? Did they get bored? Did they want to play longer?

Emotional Development

TS 17:40 Divide the class into pairs and have each pair brainstorm for ideas on ways caregivers could encourage acceptable expressions of anger by toddlers. Have each pair of students share their ideas in class and give a small reward for the three best ideas. KEY QUESTIONS: Why are some toddlers physically aggressive? Why should caregivers keep in mind that toddlers still are not able to distinguish between right and wrong?[C]

Social Development

TS 17:41 Lead a class discussion on the changes in social development that occur around a toddler's third birthday. KEY QUESTIONS: Why do toddlers spend less time in routine activities? How do toddlers seek approval and attention at this age? How can cooperative play and sharing behavior be reinforced?

TS 17:42 Have students observe a group of toddlers, who are between thirty to thirty-six months old, at play in a child care center. Ask students to look for and record instances of possessiveness with toys, trying to direct or control others' actions, and increased self-control. Following the observation, have students share the social interactions they observed with the class. KEY QUESTIONS: Were the interactions typical for this age group? How can caregivers positively reinforce social and communication skills for these toddlers?[B][C]

Intellectual and Language Development

TS 17:43 Have each student plan a dramatic or pretend play experience that would encourage intellectual and language development in a thirty- to thirty-six-month-old. The plans should include the following:

- props needed
- caregiver supervision needed (if any)
- space needed
- theme
- learning that will occur (objectives)

Ask students to give a brief oral description of their plans in class.[B][C]

TS 17:44 Ask students to plan, in writing, a daily schedule of activities for each of the following periods of time: special projects, surprise period, rambunctious period, outdoor play, preparation for nap, quiet activities, and individual learning times. Have students report their plans to the class and describe what the planned activities will achieve.[B][C]

18

Preschoolers

ESSENTIAL ELEMENTS

- Apply classroom management and program planning techniques.(f4E)
- Demonstrate appropriate teaching methods and skills.(f4B)
- Point out developmental differences in children of various ages.(f1B)
- Demonstrate techniques to assist children in developing acceptable behavior patterns.(f1C)

OBJECTIVES TO ACHIEVE

- Explain the importance of recognizing normal developmental differences among children of the same age group.
- Describe major characteristics of three-year olds.
- Outline appropriate teaching strategies to meet the developmental needs of three-year olds.
- Describe major characteristics of four-year olds.
- Outline appropriate teaching strategies to meet the developmental needs of four-year olds.
- Describe major characteristics of five-year olds.
- Outline appropriate teaching strategies to meet the developmental needs of five-year olds.

ASSIGNMENT

- Read Chapter Eighteen in the *Child Care and Guidance, Management, and Services Reference Book.*

Preschoolers

TS 18:1* Lead a class discussion on the major characteristics of preschoolers and the importance of caregivers recognizing individual differences in children of the same age. KEY QUESTIONS: How does one determine what is "normal" or "average" for children in an age group? Why is this knowledge important for caregivers?[C]

TS 18:2 Show students Teaching Aid 93, Preschool Teaching Methods. Lead a class discussion regarding the advantages and disadvantages of the discovery and instructional teaching models. Ask students to identify a goal and a teaching strategy for a science activity utilizing each teaching model.

TS 18:3 Ask students to pretend that a new teacher has been hired for public school kindergarten. The new teacher prefers to use the discovery model of teaching; however, the director and parents are complaining about the use of that teaching method. KEY QUESTIONS: Should the teacher defend using the discovery approach or change to the instructional model? If the teacher defends using the discovery approach, what should she say?[C]

TS 18:4 Divide the class into cooperative learning groups to find height and weight charts in reference books and develop large illustrations of the charts on the normal growth patterns of boys and girls for the bulletin board.

THREE-YEAR OLDS

Physical Development

TS 18:5 Ask students to refer to the bulletin board on growth and determine the average height and weight for three-year-old boys and girls. Lead a class discussion on the variations that occur in heights and weights of boys and girls at three years.[B][C]

TS 18:6 Divide the class into cooperative learning groups to develop a list of physical skills that can be accomplished by three-year olds. The following skills might be included: hopping, skipping, running, climbing, throwing, catching, and bouncing a ball. KEY QUESTIONS: How would the sexes differ in these skills? What might a lack of skill in these physical activities indicate? What are some activities that can be planned to help children improve in each of these skills?[B][C]

TS 18:7 Assign students to visit a local day care center and try the following activity with three-year olds. STUDENT ACTIVITY: Provide each child with several colored streamers (about 12"-20" long). Take a classical, semi-classical tape, or album to play. While the record is playing, tell the children to dance with their streamers to the sound of the music. Observe the differences in the individual movements. Have students share their observations with the class.

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* TS 18:1 indicates teaching strategy, chapter 18, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Emotional and Social Development

TS 18:8 Show students Teaching Aid 94, Types of Play. Lead a class discussion on the various types of play described on the teaching aid. Ask students to find pictures that illustrate these different types of play and bring them to class. Have students share the pictures in class and identify the type of play depicted. KEY QUESTIONS: In what type(s) of play are three-year olds most often involved? How does this type of play relate to the child's social and emotional development?[C]

TS 18:9 Divide the class into cooperative learning groups. Have each group develop an activity based on a children's book story that could promote social or emotional development. Ask each group to select a story and make hand or finger puppets that are similar to the characters in the story. Have students visit a local day care center and read the story to a class of three-year olds. After reading the story to the children, ask the children to act out the story using the puppets. KEY QUESTIONS: How did the activity promote social and/or emotional development? How much interaction occurred between the children while they were occupied with the puppets?[B][C]

TS 18:10 Ask students to share information about three-year-old acquaintances who have or had make-believe friends or playmates. KEY QUESTIONS: Should a caregiver acknowledge a child's make-believe friend? Is this type of childhood fantasy healthy or harmful? Why?

Intellectual and Language Development

TS 18:11 Show students Teaching Aid 95, Guidelines for Book Selection for Preschoolers. Lead a class discussion on each of the guidelines. Have each student select five books that would be appropriate for preschool children using the guidelines listed on the teaching aid. Have each student write a reference list including an annotated bibliography.[B]

TS 18:12 Ask each student to make a set of eight flashcards to use with three-year olds. The cards should include a simple illustration and the word printed below the picture. The words illustrated should be short and simple, such as cat, dog, hat, and bird. Have students use their cards with a three-year-old and share their experiences with the class. KEY QUESTIONS: How does seeing a picture and hearing the word at the same time help with language development? How many times did you show the cards to the child? How many "new" words did the child learn?[B][C]

TS 18:13 Divide the class into cooperative learning groups. Have each group develop three activities that would promote language development or memory development (association). Ask each group to elect a leader to report the group's activities to the class. Allow the class to vote on the three best suggestions and give a small reward to the group.[B][C]

FOUR-YEAR OLDS

Physical Development

TS 18:14 Divide the class into cooperative learning groups to develop a list of physical skills that can be accomplished by four-year olds. The following skills might be included: hopping, skipping, running, climbing, throwing, catching, and bouncing a ball. KEY QUESTIONS: How would the sexes differ in these skills? What might a lack of skill in these physical activities indicate? What are some activities that can be planned to help children improve in each of these skills?[B][C]

TS 18:15 Assign students to design an outdoor activity that would require four-year olds to use at least four of the skills listed in TS 18:14. Ask students to use their activity with a group of four-year olds at a day care center. Have each student record individual differences observed in coordination and motor skills. After they have tried their activities, have them rewrite their activities to allow for individual differences and to better suit the four-year olds. Then, have students compile a booklet of outdoor activities appropriate for four-year olds, for future reference.[B][C]

TS 18:16 Lead a class discussion regarding the guidance techniques that may be required to control four-year olds who tend to be aggressive and stubborn. KEY QUESTIONS: What are some methods of settling quarrels between four-year olds? How can a child's physical energy level contribute to behavior problems?[C]

Emotional and Social Development

TS 18:17 Assign each student to observe at a day care class with four-year olds to identify the following personality types:

- loner
- follower
- leader
- cry baby
- tattler
- nurturer
- aggressor
- other

KEY QUESTIONS: What did you observe that indicated each personality type? What caregiver response would be most effective with each of the personality types?

TS 18:18 Have students role play caregivers' reactions to various personality types. Lead a class discussion following each role play to explore other ways to deal with the specific personality type. KEY QUESTIONS: Which type of personality is easiest to deal with? hardest to deal with?

TS 18:19 Divide the class into small cooperative learning groups. Ask each group to design an activity or game that would require children to cooperate and work together. Examples of such activities are as follows: cooking (each child would add one ingredient), building a puzzle (each child would have one piece of the puzzle), building giant letters with their bodies (laying or standing together to form letters), painting a wall mural, or creating a giant papier-mache project. Ask each group to elect a leader to share the activity with the class.[C]

Intellectual and Language Development

TS 18:20 Lead a class discussion regarding the intellectual and language skills that the average four-year-old develops. Include in the discussion abstract thinking, reasoning skills, relationships between things, separating fact from fantasy, and thinking faster than they can speak. Ask students to cite examples of children exhibiting these skills from previous observations.[C]

TS 18:21 Have students collect pictures that four-year olds have drawn that show representation. Ask students to show and interpret the pictures for the class. KEY QUESTIONS: What is represented by the picture? Should caregivers ask the child what the drawing represents if they cannot interpret it?[B]

TS 18:22 Ask students to find a magazine picture that might be interesting to a four-year-old (animals, food, families, etc.) and glue it on one half of one side of a piece of construction paper. Fold the paper in half, over the picture, like a book. Use the "book" to interview a four-year-old. Tell the child, "I want you to tell me a story about this picture. I will write down the words for you." Afterwards, read the story back to the child. Have students share their experiences with the class and read the child's story. KEY QUESTIONS: Did the child use abstract thinking skills to make up his or her story? Was fantasy used? Did the child use any exaggeration? Were complete sentences used?[B][C]

FIVE-YEAR OLDS

TS 18:23 Lead a class discussion on the needs of children in full-time child care during their kindergarten year as opposed to the needs of children who spend part of the day in public kindergarten and part of the day in child care. KEY QUESTION: How can the child care program be set up to meet the needs of both groups of five-year olds?

Physical Development

TS 18:24 Lead students to brainstorm for a list of physical activities that would be appropriate for five-year olds. KEY QUESTIONS: Do five-year olds have greater muscle control and skills than four-year olds? How long is the attention span for a typical five-year-old?

TS 18:25 The motor sequence required for learning to cut with scissors is listed below. Divide the class into cooperative learning groups to design an activity for each step of the sequence to use with five-year olds.

- control of hands (manual dexterity)
- hold scissors correctly
- learn to use scissors by manipulating handles to control blades
- learn to hold scissors in one hand while holding piece of paper in other hand
- manipulate scissors to cut the paper

- cut out shapes or designs

Allow groups to role play or demonstrate their activities to the class.

Emotional and Social Development

TS 18:26 Lead a class discussion on the emotional and social characteristics of five-year olds. Point out that five-year olds are affectionate, dependable, self-reliant, obedient, happy, serene, proud, self-conscious, cooperative, and friendly. Ask students to develop a list of some activities that would be interesting and enjoyable for children with these characteristics. Ask students to volunteer to share some activities from their list with the class.[B][C]

TS 18:27 Ask students to observe in a class of five-year olds. Have students record three instances of teacher approval and three instances of disapproval. Along with these observations, record the children's responses. Have students share their observations with the class. KEY QUESTIONS: How did the teacher's responses affect children? Did the children react differently to similar responses from the teacher? How does approval affect self-esteem of children? How does disapproval affect children's self-esteem?[C]

TS 18:28 Ask each student to observe in a mixed-age preschool. KEY QUESTIONS: Do the five-year olds interact with the three-year olds? with the four-year olds? Do you think this kind of grouping allows for more or less social development? Why?

Intellectual and Language Development

TS 18:29 Lead a class discussion regarding the effect of television on five-year olds. Point out that five-year olds are serious and may tend to worry or be overly concerned about news stories on television. KEY QUESTION: What communication skills should caregivers use in dealing with concerns of a five-year-old?

TS 18:30 Ask students to evaluate five children's books randomly selected from the children's section at the local library. Have students read each book and record the following:

- reference and annotated bibliography
- number of careers represented
- number of boy's activities/men's activities
- number of girl's activities/women's activities
- traditional vs modern sex roles.

Have students share their results with the class and perform in-class surveys on the issues listed above. KEY QUESTIONS: How do books affect children's thinking about careers and sex roles? Are the books presenting realistic and non-biased ideas?[B]

TS 18:31 Have the class devise a list of popular careers. Divide the class into cooperative learning groups to find non-sexist illustrations of each of the careers. Create a "career file" of bias-free pictures to be used with preschoolers in discussing various careers.

19

School-Age Care

ESSENTIAL ELEMENTS

- Demonstrate appropriate teaching methods and skills.(f4B)
- Point out developmental differences in children of various ages.(f1B)
- Apply techniques for learning activities of children.(f4C)
- Apply classroom management and program planning techniques.(f4E)
- Demonstrate techniques to assist children in developing acceptable behavior patterns.(f1C)

OBJECTIVES TO ACHIEVE

- Identify developmental characteristics of and signs of developmental problems in school-age children.
- List examples of teaching strategies which create a positive environment for school-age child care.
- Point out opportunities for summer programming in school-age child care.
- List guidance concepts for and special needs of school-age children in child care.
- Identify societal concerns regarding children in self-care.

ASSIGNMENT

- Read Chapter Nineteen in the *Child Care and Guidance, Management, and Services Reference Book.*

School-Age Care

TS 19:1* Give students a copy of Teaching Aid 96, Single Parent and Children's Example Weekday Schedule. Ask students to read the schedule for the parent and compare it to the schedules for each of the children. KEY QUESTIONS: When is child care needed in this situation? What type of child care is needed? What will happen when the children have dental appointments after school, miss the bus, or need help with homework? What will happen when the parent goes out-of-town for several days?[B]

TS 19:2 Have students relate their feelings about after-school child care when they were twelve years old. KEY QUESTIONS: Were you ever enrolled in a child care center as a child? What type of an after-school center would you have liked to attend? Would you have enjoyed routine activities? Why? What type of caregiver would you have liked? Why? What kind of care would you have needed at age six? How does the child care needed at age six differ from care needed at age twelve?[C]

TS 19:3 Lead students to brainstorm to list the needs of families for school-age child care in terms of time and special activities.

Time needs might include:

- holidays
- before school
- after school, and other extended periods of time
- summer

Special activity needs might include:

- assistance with homework
- trips to the store for project materials for school
- creating Halloween costumes
- dancing or music lessons
- transportation to group or club meetings
- baking cookies for school projects and classroom parties

Divide the class into cooperative learning groups. Have each group determine if existing child care centers are currently providing for the special needs of school-age children and have them investigate the school-age program at one center and share their findings with the class. KEY QUESTIONS: Can short-term or occasional care be arranged at existing centers? Can special activities be accommodated at existing centers? What adjustments could be made at existing child care centers to meet some of the needs in terms of time and special activities for school-age children?[C]

UNDERSTANDING SCHOOL-AGE CHILDREN

Age Differences

TS 19:4 Ask students to review the information on Table 19.1, page 268, in the Reference Book. Lead a class discussion on the needs of school-age children. KEY QUES-

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* TS 19:1 indicates teaching strategy, chapter 19, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TIONS: Are the needs listed true for six-year olds? for twelve-year olds? In what ways could knowledge of the needs of school-age children be useful to a caregiver.[B][C]

TS 19:5 Review the list of traits of children ages six to twelve in the Reference Book, pages 269 and 270. Relate the traits to the study in Chapters 12, 13, 14, and 15 of physical, emotional, social, intellectual, and language development. KEY QUESTIONS: How do developmental levels help determine grouping patterns at child care centers? How could a knowledge of physical, social/emotional, and intellectual development patterns assist one in planning group activities?[B][C]

Recognizing Developmental Problems

TS 19:6 Invite a panel of child care directors (public and private) to visit and speak to the class on recognizing developmental problems such as behavior, vision, and hearing problems. Ask students to prepare appropriate written questions for the panel prior to the visit. KEY QUESTIONS: Does the child care center provide any screenings of children for developmental problems? If so, who performs the tests? What are the qualifications of the person administering such tests? If screenings are not used, how are developmental problems identified by the staff? When are the parent(s) of the child notified of suspected problems? Should the teacher or the director of the center, or both, talk with the parent(s)?[B][C]

TS 19:7 Ask students to work in groups to plan an activity that might help identify one or more developmental problems. Have each group select a leader who will share the group's plan with the class.[C]

TS 19:8 Have students interview parents and/or teachers to determine what they consider to be the major behavioral problem they have with their children and/or students. KEY QUESTION: How can the caregiver of school-age children help with behavior problems?[C]

CREATING A POSITIVE ENVIRONMENT

TS 19:9 Ask students to write a paper on ways to create a positive environment that is a "home away from home" where school-age children can learn and play. Tell students that the papers will be evaluated for creative ideas and writing skills.[B]

TS 19:10 Lead students to brainstorm a list of activities a child care center could offer to be more interesting and appealing for school-age children. Point out that school-age children do not want to be considered "babies."

TS 19:11 Have students read Teaching Aid 97, Eight Basic Needs of All Children. Lead a class discussion regarding each of the eight needs described on the teaching aid. KEY QUESTIONS: How can an understanding of the basic needs of children assist caregivers in creating a positive environment? an effective program? Can you think of a time when a teacher or caregiver helped you meet one of the eight basic needs listed? Have you helped a child with one or more of the basic needs?[B][C]

Staff/Child Ratios and Grouping Patterns

TS 19:12 Provide copies of current licensing standards for child care centers in your state. Ask students to look up the staff/child ratios for school-age children. Lead a class discussion on the recommendations. KEY QUESTIONS: Would the minimum staff/child ratio be adequate for a quality program? Where could center directors obtain part-time help to supplement the full-time staff? Would retired elementary school teachers be an option? What kind of training would the part-time staff need?

TS 19:13 Lead a class discussion on grouping patterns that can be used for school-age children. Include grouping by age, multi-age grouping, and grouping according to the current interests of the child. KEY QUESTIONS: Which method for grouping would be the most effective with school-age children? Can the groupings be flexible or should they be fixed (same every day)?

Space

TS 19:14 Have students look up the regulations on space requirements for school-age children in the state licensing standards. Lead a class discussion and point out that the minimum standard may be less than ideal. KEY QUESTIONS: How would space needs be determined if no standards have been established by your state? What resources could be used to find information on space needs? How can space arrangements be organized to help prevent discipline problems? How much space should be planned for low-key activities that would provide rest for school-age children?

TS 19:15 Ask students to review the information on page 272 in the Reference Book on factors that should be considered to create a successful program. Have students work in groups to sketch a floor plan for an "ideal" school-age program that incorporates those suggestions and other features that the group thinks are needed. Ask each group to elect a leader to explain their plan to the class. Lead a class discussion on how the plans could be adapted if finances do not permit having the "ideal."[B][C]

TEACHING STRATEGIES

TS 19:16 Lead a class discussion on the planning of social, emotional, and physical development activities for school-age children enrolled in child care. Point out that children's mental development needs are addressed during the school day, and a change of pace for after school activities can be relaxing. Divide the class into cooperative learning groups to develop activities that would be interesting for school-age children. Have the groups share their activities with the class.[B][C]

TS 19:17 Lead students to brainstorm to suggest materials to use in child care centers in the following categories:

- Materials to change the size and shape of play spaces.
- Materials used to create different levels.

- Materials for arts and crafts.

KEY QUESTIONS: Which materials might be donated? Which could be made from recycled materials? NOTE: A book titled "Activities for School-Age Child Care" offers many suggestions for activities, materials for carrying out the activities, and additional resources. The book can be purchased from: National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009.

TS 19:18 Have students assume that they are caregivers for children whose ages are six, nine, and twelve. Ask students to plan one activity that will interest all three children. Allow students to demonstrate giving the instruction for the activity to the identified children. KEY QUESTIONS: Is it more challenging to plan an activity for children of different ages? Will the same instructions be understood by children of different ages?[B][C]

TS 19:19 Lead a class discussion on resources in the local community that are available to school-age children and how the resources may be used (clubs, swimming pools, parks, art groups, libraries, arts and crafts opportunities, organized recreational programs, and church youth groups). Have students collect bulletins, pamphlets, and other information on community resources for a display or bulletin board. KEY QUESTIONS: Which activities are free? Which activities require fees?

TS 19:20 Provide maps for students to use in marking locations of community resources for school-age children. Have students write directions/instructions for reaching all locations marked. Have students share their papers in class. Have students determine who wrote the best set of instructions and give them an award.[B]

TS 19:21 Ask students to visit two or more community resources for school-age children to determine the services provided. Have each student plan and present a creative way for giving this resource information to school-age children. Have students share their findings and presentation plans to the class.[B][C]

Arts and Crafts

TS 19:22 Have students plan an arts and crafts activity appropriate for children ages six to eight. Ask each student to bring materials to demonstrate the activity to the class. Students might record the supply lists and instructions for each activity in their notebooks for future reference.[B]

Creative Drama

TS 19:23 Ask students to practice using creative drama activities as described in the Reference Book with a small group of children. Have students share their experiences with the class. KEY QUESTIONS: Did the children understand how to express their feelings or imagination? At what age would a child most enjoy this activity?

Games

TS 19:24 Divide the class into cooperative learning groups. Have each group develop a game appropriate for a ten-year-old that is based on a popular television game show. Have students write out questions or clues that could be used in conducting the game. Ask each group to describe their game plans to the class. Have students analyze the appropriateness of each game and discuss whether or not the game would foster cooperation among the participants.[B][C]

Living Things

TS 19:25 Ask students to work with school-age children in child care centers to plant some flower seeds in flower beds or large flower pots. Have students give the children in-depth instructions for planting, the amount and frequency of watering, and when they can expect blooms to appear. Have students work out a rotation schedule of who will water and care for the new flowers. Have students schedule one or more follow-up visits to encourage care of the flowers. Have students discuss with the children the responsibility that must be taken for living things.

Music and Movement

TS 19:26 Invite a guest who is skilled in sign language to demonstrate by signing the words to music such as Christmas carols or other songs that are familiar to students. Lead a class discussion on the importance of planning special activities for children with special physical needs. Ask students to think of other activities that would be appropriate for children with different kinds of physical impairments.

Puppets

TS 19:27 Divide the class into cooperative learning groups to plan and produce a five-minute puppet show that would appeal to school-age children. Make arrangements with several child care centers for students to present their puppet shows. Have each student prepare a written report on their project and tell what they would do differently if they could do it again.[B][C]

Project Boxes

TS 19:28 Have each student assemble an inexpensive project box that could be donated to a child care center for a low-income family. If supplies are needed, some service clubs or merchants might donate materials for students to use in the project boxes.

Storytelling

TS 19:29 Divide the class into small cooperative learning groups. Have each group work with a small group of seven- to ten-year-old children on a storytelling project. Have students prepare several beginning story lines and read them to the children. Let the children take turns adding to the story. Tape-record the story sessions, if possible, and play the tape back so that the children can hear their own voices and the entire story.[B]

OTHER TEACHING STRATEGIES

TS 19:30 Have students who are skilled in computers plan activities that can be used to teach computer skills to school-age children. The activities should include written directions that can be easily followed. The activities and directions can be tried and tested by students in the class who are not as skilled in computer usage. Have students work together to revise and improve the activities and directions.[B][C]

TS 19:31 Ask each student to plan several activities around an international theme. For example, select a country for the children to study. Have the children use encyclopedias, maps, and other resources to find out about the location, customs, clothing, food, religion, transportation, and family life in that county. Have students plan one activity for each category.[B][C]

SUMMER PROGRAMS FOR SCHOOL-AGE CHILDREN

TS 19:32 Have students develop sample daily schedules of activities for an all-day program and an after-school program for school-age children. Lead a class discussion about the sample schedules. KEY QUESTIONS: Which schedule was the most difficult to plan? What part of the schedule was the most difficult to plan? Why? What part was the easiest to plan? Why?

TS 19:33 Lead a class discussion on how summer child care programs for school-age children differ from after-school care when school is in session. Have students list activities that could be planned for the longer time span of a summer program and activities that would depend on warm or hot weather. Compare the lists developed in class to Teaching Aid 98, Summer Child Care Opportunities. KEY QUESTIONS: Did the teaching aid contain suggestions that were not thought of by the class? Can you add any additional suggestions after looking at the teaching aid?[B]

GUIDANCE OF SCHOOL-AGE CHILDREN

TS 19:34 Lead a class discussion on the needs for social and emotional development of school-age children. Divide the class into cooperative learning groups and have the groups develop three activities that would involve school-age children in social development activities. Allow each group to demonstrate one activity to the class. KEY QUESTION: How does the activity encourage social development?[B][C]

TS 19:35 Ask students to interview three caregivers of school-age children to determine what rules or limits they set and how they ensure that the rules and limits are applied fairly. Have students report to the class on the information gained from the interviews.[B][C]

TS 19:36 Lead students to brainstorm for ways to involve school-age students in the daily operation of the child care center in order to build self-esteem and a sense of responsibility. Point out that the school-age students should not be considered part-time workers. KEY QUESTIONS: What tasks could school-age children participate in that would not be required everyday? What kinds of recognition could be used to build self-esteem and encourage participation?

TS 19:37 Ask students to review Table 19.3, page 281, in the Reference Book for guidance concepts that may be used with school-age children. Have students work in groups to determine examples of ways that caregivers can apply each of the concepts. Groups may select a leader and a recorder. Allow response time for each group at the end of class.[B][C]

TS 19:38 Have students observe the guidance techniques of a caregiver. Ask students to share their observations with the class. KEY QUESTION: How can a caregiver develop skill in guidance of school-age children?

Self-care Children

TS 19:39 Ask students to define *self-care children* and *latchkey children*. Lead a class discussion regarding these terms and their definitions. KEY QUESTIONS: Would people your parents/grandparents ages have needed this term to describe their own childhood years? What conditions and changes in society have created the need for these terms?[B]

TS 19:40 Ask students to read a magazine article in the library or at home about self-care children. Have students give brief oral reports in class on the article they read. KEY QUESTIONS: How many self-care children are there in the United States? in your community? What can communities do to assist these children?[B][C]

20

Development in Children with Special Needs

ESSENTIAL ELEMENTS

- Apply classroom management and program planning techniques.(f4E)
- Demonstrate appropriate teaching methods and skills.(f4B)
- Point out developmental differences in children of various ages.(f1B)
- Point out appropriate techniques when working with children with special needs.(f4D)
- Demonstrate techniques to assist children in developing acceptable behavior patterns.(f1C)

OBJECTIVES TO ACHIEVE

- Analyze the nature of mental impairment and learning disabilities in young children.
- Describe characteristics of sensory challenging, physically challenging, communication challenging, and emotional/behavioral challenging conditions in young children.
- Explain the nature of giftedness in young children.
- Explain the importance of screening and assessment in assisting children who have special needs.
- Discuss techniques used through mainstreaming children with special health needs to improve the education of all children enrolled in a program.

ASSIGNMENT

- Read Chapter Twenty in the *Child Care and Guidance, Management, and Services Reference Book.*

TEACHER NOTE: Because current terminology related to children with special needs is used in this curriculum guide, terms do not always coincide with those used in the previously published Reference Book. For example, "challenged" or "impaired" replaces the term "handicapped."

Special Needs

UNDERSTANDING SPECIAL NEEDS

TS 20:1 Have students locate information on children with special health needs in the reference section of the library. Have students define *children with special health needs*. Ask students to share their definitions in class and form a consensus definition that includes the conditions that identify special needs children. Lead students in brainstorming terms used to denote special needs conditions, and note which terms have more positive connotations. Discuss the possible impact of certain terms, such as "retarded," on the self-esteem of individuals. When a term with a negative impact is identified, lead students to suggest more positive alternatives. KEY QUESTION: Why has a conscious effort been made to change terminology traditionally used to denote special needs? NOTE: Point out that gifted children are also special needs children.[B][C]

TS 20:2 Obtain information from the March of Dimes on birth defects for students to read. Lead a class discussion on genetic factors related to birth defects. KEY QUESTIONS: What percentage of birth defects are attributed to heredity? to environment? to a combination of the two?[B][C]

TS 20:3 Lead a class discussion on the environmental factors that can lead to physical and emotional disabilities. KEY QUESTIONS: What kind of disability can be caused by poor nutrition? by repeated ear infections? by accidents? Why is an understanding of disabilities important for child caregivers?[C]

TS 20:4 Ask some students to interview the directors of several child care facilities to find out what policies they have regarding referring children to professionals when a special need is suspected. Have students report their findings to the class.[C]

THE NATURE OF SPECIAL NEEDS

TS 20:5 Lead a class discussion on the characteristics of particular special needs conditions. Include in the discussion: sensory impairments (vision and hearing), mental impairment, learning disabilities, speech and language disorders, behavioral problems, giftedness, and physical disabilities, including deformities and diseases of the spine, bones, muscles, and joints, as well as other health problems. KEY QUESTIONS: How can understanding the nature of a special needs condition be helpful to caregivers in working with the child? Why is it important for caregivers to realize that each child is unique?

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* TS 20:1 indicates teaching strategy, chapter 20, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Mental Impairment

TS 20:6 Have students watch a film which will increase their awareness of mentally challenging conditions. Before and after the film, have students answer the question "Who are the mentally challenged?" Lead a class discussion on how the film changed students' opinions about the mentally challenged. NOTE: Films on mentally challenging conditions are available from Regional Education Service Centers in Texas; the Texas Department of Health Film Library, 1100 W. 49th Street, Austin, TX 78756; and Texas Department of Human Resources Library, P.O. Box 2960, Mail code 434-W, Austin, TX 78769.

TS 20:7 Show students Teaching Aid 99, Degrees of Mental Impairment. Lead a class discussion on the characteristics and abilities of the different degrees of mental impairment. KEY QUESTION: What teaching techniques could a caregiver use with each of the different degrees of mental impairment?[C]

TS 20:8 Lead a class discussion regarding the fact that children with impaired intelligence go through developmental stages more slowly than children of normal intelligence. Explain that these children need more time and more repetition to learn new tasks. KEY QUESTIONS: Would a caregiver need to plan more class time than usual to teach a moderately impaired child a task such as buttoning a coat? What environmental characteristics are important to create a positive atmosphere for children with special needs.[C]

TS 20:9 Use Teaching Aid 100, Caring for Children with Mental Impairments, to identify strategies which caregivers need to consider when working with mentally impaired children. KEY QUESTIONS: Why is learning easier when broken down into small steps? How can caregivers encourage independence in the mentally impaired child without causing frustration?[C]

Learning Disabilities

TS 20:10 Show students Teaching Aid 101, Traits Associated with Learning Disabilities. Lead a class discussion regarding these traits. Point out that a child with a learning disability may exhibit only a few of these traits and that from time to time children of all ability levels exhibit some of these behaviors. KEY QUESTIONS: When are learning disabilities likely to be discovered? If a child exhibits several of these traits does it mean that the child has a learning disability? What other factors might account for these behaviors in young children? Are some of these traits also associated with other types of disabilities?[B][C]

TS 20:11 Ask students to participate in an awareness activity to help them develop an empathy for the learning disabled child. Activities might include:

- Reading a mirror image
- Putting together a puzzle which has a key piece missing
- Copying a drawing with dominant eye closed using non-dominant hand
- Being taught a difficult task by someone who teaches too fast

Lead a class discussion about students' feelings of frustration following the activities. Point out that children with learning disabilities experience many failures. KEY

QUESTIONS: How can failures be minimized for children with learning disabilities? What can happen if a child experiences failure too often?[C]

TS 20:12 Lead a class discussion on the use and effectiveness of task analysis, multi-sensory training, and behavior modification strategies when working with children with learning disabilities. Following the discussion, divide the class into cooperative learning groups. Have each group develop and write sample activities for using each of the strategies. Ask each group to elect a leader to report the group's activities to the class.[B][C]

Sensory Challenging Conditions

TS 20:13 Have students conduct the following experiments which simulate sensory impairments:

- Watch a short videotape or film with the sound turned off.
- Blindfold each student and have them walk through the classroom with verbal instructions only. KEY QUESTIONS: What did it feel like when you were unable to hear the sound on the video? Were you able to understand what the film or video was about? What did it feel like to be "blind?" Were you able to walk through the room without bumping into furniture, walls, or other people? What if you could never see or hear?[B][C]

TS 20:14 Give students a copy of Teaching Aid 102, Signs Which May Indicate Visual Impairments. Ask students to read the descriptions in each category. KEY QUESTIONS: How long would you need to observe or care for a child before completing this checklist? Why is it important to report your observations, even if only one sign is observed?[B][C]

TS 20:15 Show students Teaching Aid 103, Caring for Children with Visual Impairments, which lists some guidelines for working with visually impaired children. Divide the class into pairs of cooperative learning groups. Have each group develop one or two activities using one or more of the guidelines on Teaching Aid 103. Allow time for each group to report one of their suggestions. KEY QUESTION: In what ways could these guidelines be used to enhance the education of normally-sighted preschool children?[B][C]

TS 20:16 Ask students to participate in a community service project for FHA/HERO. Have students tape-record children's books for a local child care center that enrolls visually impaired children.

TS 20:17 Show students Teaching Aid 104, Defining Hearing Impairments. Lead a class discussion on the levels of hearing and the sounds heard at each decibel. Point out that the four designated levels, recommended by the Conference of Executives of American Schools for the Deaf, are defined as follows:

- Level I hearing loss – individuals do not require special classes but may need the services of a hearing or speech professional. (Classified as hard of hearing.)
- Level II hearing loss – individuals may need a special class and usually need the services of hearing and speech professionals. (Classified as hard of hearing.)

- Levels III and IV hearing loss – individuals usually need special classes and services of hearing and speech professionals. (Classified as deaf.)

KEY QUESTION: What is the significance of the division line between hard of hearing and deaf?[B][C]

TS 20:18 Invite an audiologist to visit the class and discuss hearing aids. Have the speaker describe how a hearing aid works, the various kinds of hearing aids available, and how the audiologist determines what type of aid to use. Ask students to prepare appropriate questions prior to the speaker's visit. KEY QUESTIONS: How do hearing aids help the hearing impaired? Are hearing aids suitable for all hearing problems? How can caregivers assist a child using a hearing aid?[B][C]

TS 20:19 Invite a sign language instructor to visit the class and demonstrate some simple phrases that caregivers might need to know in order to communicate with a child who signs. Ask the speaker to discuss the history of sign language. Have students write a report summarizing the presentation.[B][C]

Physically Challenging Conditions

TS 20:20 Lead students to brainstorm a list of physical impairments. Have students suggest ways a child care center could adjust physical space to accommodate children with physical impairments. KEY QUESTIONS: How much more space would children with physical impairments need per child than non-impaired children? Is a space recommendation made in the state Day Care Center guidelines? Would pupil/teacher ratios be the same? Why?

TS 20:21 Use Teaching Aid 105, Mechanical Aids and Equipment, to lead a class discussion on the function and purpose of each item illustrated. Point out that caregivers should be aware of the proper fit and functioning of mechanical aids and equipment in order to assist the child, if necessary. KEY QUESTIONS: How would the type of equipment used affect classroom arrangement? How do these mechanical aids increase a child's independence? What safety factors need to be considered for students using mechanical aids or equipment?[B][C]

Communication Challenging Conditions

TS 20:22 Invite a speech therapist to visit the class and discuss working with children with speech difficulties. Have students prepare written questions for the speaker to answer prior to the class. NOTE: If possible, have the class visit a speech clinic to see the equipment.[B][C]

TS 20:23 Divide the class into cooperative learning groups. Have each group develop and write activities appropriate for children with communication disabilities. Topics for activities are as follows: articulation, fluency, voice, or language disorders. Have the groups share their activities with the class.[B][C]

TS 20:24 Ask for volunteers to research the topic "communication devices or boards" which are used by children with severe speech impairments. Have students report their findings in class and, if possible, demonstrate a real communication board. KEY

QUESTIONS: When are such devices necessary? How do they help the child with a speech impairment? How have microcomputers been used to increase the usefulness of communication boards?[B][C]

Emotional/Behavioral Challenging Conditions

TS 20:25 Ask each student to define *behavioral* or *emotional challenging conditions.* Have students share their definitions in class and compose a general class definition. KEY QUESTIONS: What do students' definitions have in common? Why is it difficult to define behavioral or emotional challenging conditions?[B][C]

TS 20:26 Ask each student to create an activity that would promote a healthy self-concept in a behaviorally challenged child. Have students volunteer to read their activities in class.[B][C]

TS 20:27 Have students write letters of inquiry to different organizations that provide information and support to those concerned with behavioral disorders. Teaching Aid 106, Behavioral Disorder Organizations, lists names and addresses of behavioral disorder organizations. Most of these organizations will send free information as well as a list of low cost publications. Ask students to present any information received to the class. KEY QUESTIONS: What are the purposes of these various organizations? Why are such organizations important to those concerned with behavioral disorders?[B][C]

Gifted/Talented

TS 20:28 Lead a class discussion on the definition of *giftedness*. Ask students to read the biography of a gifted individual and report to the class on the individual's childhood as described in the biography. KEY QUESTIONS: What role did heredity play in the individual's development? What role did environment play in the individual's development?[B][C]

TS 20:29 Use Teaching Aid 107, Caring for Gifted and Talented Children, to lead a class discussion on how caregivers can plan a stimulating and challenging environment for gifted children.

TS 20:30 Divide the class into pairs of cooperative learning groups. Have each group write an activity for preschool children of average intelligence. Have students revise or adapt the activity to meet the needs of gifted students and make a list of all the necessary changes. Have groups share their activity and the kinds of changes needed to make the activity suitable for gifted students with the class.[B][C]

WORKING WITH SPECIAL NEEDS CHILDREN

TS 20:31 Have each student list on a sheet of paper three reasons why it is important for caregivers to understand normal child growth and development, especially in relation to working with children with special health needs. Collect the papers and have one student read the reasons listed on each paper and have another student list the reasons on the chalkboard. Lead a class discussion on each of the reasons. NOTE: Reasons should include being able to identify children who may have special needs and being able to plan effective teaching activities for all students.[B][C]

Screening and Assessment

TS 20:32 Show students Teaching Aid 108, The Importance of Screening. Lead a class discussion on the value of screening, and the importance of informing the parents and obtaining written permission before beginning the screening process with any child. Ask students to suggest ways to make the process of screening more comfortable for the child.[B][C]

TS 20:33 Invite a counselor or child care director to speak to the class on the importance of assessment tests. Ask the speaker to display sample assessment instruments/tests. Have students prepare appropriate questions for the speaker to answer. KEY QUESTIONS: How is assessment different from screening? Is a signed parental release form required for assessment? Why?

Referral for Assessment

TS 20:34 Invite a panel of child care center directors to speak to students regarding their policies for referring children for assessment. Ask students to submit written questions in advance. KEY QUESTIONS: Who conducts initial interviews with the parents? What type of release form is used? What information is required on a release form?[B]

Roles of Special Needs Professionals

TS 20:35 Ask students to obtain the names of agencies and professionals who are qualified to assess children and diagnose certain disabling conditions. Have students share their list of the names and telephone numbers with the class.[B][C]

TS 20:36 Lead a class discussion on how caregivers can give children with special health needs individualized care. Point out that care should be taken to not emphasize a child's label following assessment. KEY QUESTIONS: When is a label for children with special health needs valuable? How does a "label" sometimes challenge a child even more?[C]

Mainstreaming

TS 20:37 Ask students to complete the activity on Teaching Aid 109, Understanding Your Attitudes Toward Mainstreaming. Tell students that this is a personal assessment and that their answers will not be seen by anyone else. Point out that there are no right or wrong answers and encourage students to select the response which first strikes them as appropriate. After students have completed the exercise, help them evaluate their attitudes toward mainstreaming. Students who circled A for Items 2,3,5,6, and 8 and B for Items 1,4,7,9, and 10 have the most positive attitude about mainstreaming. KEY QUESTIONS: If a caregiver has a negative attitude about mainstreaming, what should the director of the child care center do? How can attitudes be changed? How would a negative atmosphere in the classroom affect a mainstreamed child's self-esteem?[B][C]

TS 20:38 Divide the class into two groups, one for and one against mainstreaming. Allow time for the groups to prepare their arguments and debate the issue. NOTE: You might arrange this as a debate between two sets of parents, two sets of teachers, or a parent group and a teacher group.[B][C]

TS 20:39 Invite a parent of a disabled child who is "mainstreamed" to speak to the class. Ask the parent to discuss the pros and cons of mainstreaming, from the standpoints of both the parents and the child. Ask students to prepare appropriate questions prior to the class.[C]

TS 20:40 Have each student write a case study illustrating an unsuccessful attempt to mainstream a child. Students might take one of several perspectives: administration, teacher, other classmates, child with special health needs, parents of the child with special health needs, parents of the other classmates, and/or special education instructor. Have students exchange their case studies and offer suggestions on how to improve the situation.[B][C]

Encouraging Independence

TS 20:41 Show students Teaching Aid 110, Self-Help Skills. Lead a class discussion on how caregivers can encourage children with special health needs to develop independence. Assign each student a type of disability and ask them to develop and write one activity that could be used to assist the child in developing one of the self-help skills listed on Teaching Aid 110. Evaluate the activities on appropriateness for the disability.[B]

Appreciation of Individual Differences

TS 20:42 Divide the class into cooperative learning groups and have each group develop a skit illustrating a caregiver explaining the value of individual differences to children in a spontaneous situation. Students should prepare a written script indicating the characters and what is said by each. Ask students to prepare a set of discussion questions to follow the skit. Present the skits in class and discuss the questions posed by the group.[B][C]

TS 20:43 Lead a class discussion on how caregivers can prepare children for the arrival of a child with special health needs. KEY QUESTIONS: How can the children be involved in preparations for accommodating a child with special health needs? Why should children be taught about various special needs of children on a regular basis?[C]

Encouraging Positive Interactions

TS 20:44 Divide the class into cooperative learning groups. Provide each group with large sheets of newsprint or poster board and felt-tip markers. Lead each group to brainstorm and list skills or competencies that child caregivers need in order to promote positive interactions in the mainstreamed child care setting. Have groups share their list with the class and let students vote on the four or five most essential competencies.[B][C]

TS 20:45 Arrange for students to observe a class with mainstreamed students in a child care center, a pre-school class, a kindergarten, or an elementary school class. Ask students to look for examples of caregivers encouraging positive interactions between students. Have students share their observations with the class.[C]

Arranging the Environment

TS 20:46 Have students look at the Appropriate Room Arrangement on page 325 in the Reference Book. Lead a class discussion about the floor plan arrangement. Ask students to evaluate this room arrangement based on the information on page 294 in the Reference Book. KEY QUESTIONS: Would this arrangement accommodate a child in a wheel chair? Would it work for a visually impaired child? Could the plan be improved? How?[B][C]

TS 20:47 Show students slides of actual room arrangements where mainstreamed children are enrolled. Have students identify good and poor examples of large open areas for group activities and smaller areas for learning centers or quiet activities. KEY QUESTIONS: Is there easy access to all areas for children with various disabilities? Could a child in a wheel chair move to any area without assistance?[C]

TS 20:48 Lead a class discussion on the types and amount of classroom equipment and materials needed for classes that include mainstreamed children. KEY QUESTIONS: Why is it necessary to have a variety of equipment and materials for children with special health needs? What are some ways to prevent these children from becoming frustrated when using equipment and materials?[C]

Schedule Planning

TS 20:49 Lead a class discussion regarding planning a more structured daily schedule for children with special health needs. KEY QUESTIONS: Why is a more structured schedule desirable? Why should choices be limited for the child with special health needs when free choice activity time is allowed?[C]

TS 20:50 Divide the class into cooperative learning groups. Have each group plan transition activities that would be appropriate for mainstreamed children. Remind students that children with special health needs may need more time to complete activities than other children. Ask each group to elect a leader to report their activity to the class.[C]

Encouraging Cooperation

TS 20:51 Divide the class into cooperative learning groups to perform the following activity. This activity will help students identify ways that caregivers can assist children with special health needs in acquiring social skills and cooperative behaviors.
Activity: Give each group a topic folder and a number. Folder topics may include:

- A withdrawn child watches two other children bathe the dolls but will not join them, even after the caregiver has invited the child to do so.

- A child with mental impairment always plays the role of "baby" in the home living center.
- A child with a hearing impairment sings so loudly during music time that the other children refuse to sit near this child.
- A child who becomes angry at losing a table game is not invited to play with the other children the next time the game is played.

Each folder should contain copies of the following discussion questions:

- How is this child's behavior affecting other children in the group?
- What skill is the child lacking?
- How might the child's caregiver help this child develop more appropriate skills?

Have each group discuss their folder topic and answer the discussion questions. Allow five to seven minutes for discussion and then ask one group member to fold the answer sheet in half and put the group's number on the outside. Ask the groups to exchange folders and repeat the same steps. Repeat the process until each group has discussed each folder. Compare and review the answers of each group for each situation with the class.[B][C]

21

Guidance and Child Behavior

ESSENTIAL ELEMENTS

- Plan ways to assist children in their adjustment to child care.(f2C)
- Demonstrate techniques to assist children in developing acceptable behavior patterns.(f1C)
- Apply principles for maintaining a safe and healthy environment.(f3C)
- Apply techniques for learning activities of children.(f4C)
- Apply classroom management and program planning techniques.(f4E)

OBJECTIVES TO ACHIEVE

- Describe ways in which developmental levels of children influence behavior.
- Explain how various child care philosophies are used to guide children's behavior.
- Analyze the nature of positive and problem behavior in children.
- Identify guidance strategies for promoting positive behavior in children.
- Describe guidance strategies for dealing with problem behavior in children.
- Explain the difference in using positive and negative reinforcement to discourage problem behaviors in children.

ASSIGNMENT

- Read Chapter Twenty-one in the *Child Care and Guidance, Management, and Services Reference Book.*

Guidance and Child Behavior

TS 21:1* Have students define *guidance*. Ask volunteers to read their definitions to the class. Have students compare their definitions to the definition given in the Reference Book and discuss the similarities or differences.[B]

TS 21:2 Lead a class discussion on how understanding the developmental levels of children can assist a caregiver in identifying appropriate guidance techniques. KEY QUESTION: Why would the same guidance techniques not work with all children?

INFLUENCES OF DEVELOPMENT ON BEHAVIOR

TS 21:3 Recruit one or two students to audiotape a psychology teacher responding to the following questions: What is behavior? In what ways do physical, emotional, and intellectual development influence behavior in children? Play the tape for the class and discuss the concepts covered.

Physical Development

TS 21:4 Ask students to read Teaching Aid 111, Physical Development Ages 2 -6. Lead a class discussion on how achievements of physical ability impact the selection and use of guidance techniques. For example, the ability of a toddler to walk would impact guidance techniques because the child's limits would need to change. Opportunities for exploring the environment increase, hence, opportunities for "getting into" unsafe territory also increase. Appropriate guidance for toddlers then might focus on setting up a safe environment.[B][C]

TS 21:5 Write each of the physical abilities listed on Teaching Aid 111, Physical Development Ages 2 - 6, on separate index cards. Divide the class into two teams and ask each team to elect a leader. Shuffle the cards and ask a member from Team I to draw a card. Give the team two minutes to confer and have the team's leader state the age of the child in which this physical ability appears and give an example of how child guidance would be affected by this ability. Alternate between Team I and Team II until all the cards have been used.[C]

TS 21:6 Arrange for students to tour a day care center to observe guidance techniques related to physical developmental levels. Divide the class into cooperative learning groups and have each group observe caregivers' guidance techniques with different groups of children. Have students share their observations with the class. Assign students to write a one-page report evaluating the appropriateness of the guidance techniques used for the different developmental levels.[B][C]

TS 21:7 Invite a teacher(s) from a preschool that mainstreams children to speak to the class about effective guidance techniques for physically challenged children. Before the visit, have each student prepare two or three questions for the speaker to answer.

* TS 21:1 indicates teaching strategy, chapter 21, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

KEY QUESTION: What guidance techniques can the caregiver use when a child's frustration leads to problem behavior?[B][C]

Emotional and Social Development

TS 21:8 Ask students to keep a journal for the next few days on the sayings or activities of young children that illustrate egocentrism. Observations can be made in a lab experience or in other situations. Have students share in class some of the more interesting observations. Ask the class to give examples of how the child in each example could be guided to an appropriate response or reaction. KEY QUESTION: How does egocentrism affect guidance needed?[B][C]

TS 21:9 Lead a class discussion on prosocial behaviors of cooperation, helpfulness, respect, comforting, and sharing. Ask students to cite examples of prosocial behavior that they have observed in toddlers and preschoolers.[C]

TS 21:10 Write the statement "Do as I say, not as I do" on the chalkboard. Divide the class into two cooperative learning teams to argue for and against the statement as it applies to guidance situations. Allow each team five minutes to prepare a statement and three minutes to present their argument. Lead a class discussion on the value of role models as children learn prosocial behaviors.[B][C]

TS 21:11 Lead a class discussion on how caregivers can provide guidance to children in moral development. KEY QUESTIONS: Why should young children be taught that incorrect behavior may lead to punishment? How can caregivers reconcile differences in "right" and "wrong" at home and "right" and "wrong" at school or the child care center?[C]

TS 21:12 Give each student two note cards. Ask students not to write their names on the cards. Have each student write on one card an event in their early childhood which contributed to a positive self-concept; On the second card, an event that contributed to a negative self-concept. Read some of the experiences to the class. KEY QUESTIONS: Was an adult involved in the event? What guidance techniques were being used? What was the effect of this event on the student's self-concept?[B][C]

TS 21:13 Give students a copy of Teaching Aid 112, Using Positive Language. Lead a class discussion on how negative statements by caregivers affect children's self-concepts. In the spaces provided have students write positive statements that a caregiver could use to replace the negative statements.[B][C]

Intellectual Development

TS 21:14 Lead a class discussion on the concept of perception. Perception is the process by which sensory input is processed and interpreted by the brain. KEY QUESTIONS: How are adults' and children's perceptions different? How should children's perceptions affect a caregiver's selection of guidance techniques?

TS 21:15 Have students create ink blot designs. Provide them with bottles of ink and some paper. Ask them to drop a spot of ink in the center of a piece of paper and then fold the paper lengthwise to create an ink blot design. Have them unfold and number their designs. Ask students to circulate around the room with a note pad or piece of paper and write down the number of each design and their perception of the design. Hold up each design and lead a class discussion on the students' perceptions of each design. KEY QUESTIONS: Did any two or more students have the same perceptions about a design? How does one develop perception? Would children have different perceptions of the ink blot designs than teenagers? Why?[B][C]

TS 21:16 Ask students who work in child care centers to share experiences where children's perceptions have been different because of different developmental levels. KEY QUESTIONS: Are children's judgements affected by their perceptions of a situation? How can a caregiver select guidance methods that fit a child's level of perception?[C]

TS 21:17 Lead a class discussion on how caregivers can use the following guidelines to encourage children to develop self-control.

- Provide an atmosphere of warmth and acceptance.
- Alternate quiet and active periods.
- Distract children from potential problems.
- Praise good behavior and ignore problem behavior, if possible.
- Explain consequences.
- Teach children how to solve problems.
- Remind children of rules and limits.
- Help children learn to make choices.
- Provide quiet time for rest.

Lead the class to brainstorm for appropriate ways to use each of the guidelines with different age groups of children.

TS 21:18 Ask students to recall and share their earliest childhood memories. Point out that the most easily remembered events for children are usually those that had a great impact on the senses and the emotions. KEY QUESTIONS: Were most of the students' childhood memories sensory in nature? What implications might this have for the selection of guidance methods for young children?

TS 21:19 Write in three columns on a sheet of poster board the following list of words:

extra
pickle
formerly
be
four
point
blossom
Jupiter
into
plane
offer
ordinary

Ask students to look at the list for thirty seconds and try to memorize the words. Turn the poster away from the class. Have students write down as many words as they can remember. When everyone is finished, ask them to share the number of words they remembered. Students who were able to remember more than seven words probably used some memory techniques. For example, rehearsing or practicing the words over and over is a technique used by some. KEY QUESTION: Did the game involve short-term memory or long-term memory? NOTE: Adults should be able to remember about seven words. Three-year-old children can remember about three words and five-year olds can remember about four words. This game can be used to point out that adults can remember more than children because of their memory development. Point out to students that children's memories are short and caregivers need to realize how easily young children forget.[B][C]

TS 21:20 Have students define *verbal guidance*. Lead a class discussion on verbal guidance. KEY QUESTIONS: Why is it important for words used in verbal guidance to fit the developmental level of the child? At what age would an explanation of reasons for a guidance request be effective?

TS 21:21 Ask each student to write a one-page paper on the relationship of language development to the development of perception, memory, and self-control. Evaluate the papers for accuracy of content and for evidence of communication skills in writing.[B][C]

BEHAVIOR PHILOSOPHIES WHICH AFFECT GUIDANCE

TS 21:22 Ask each student to fold a sheet of paper in half. Label the left side of the paper "Positive Behaviors" and the right side "Problem Behaviors." Have students think of their own families and traditions and write down, in the appropriate columns, behaviors which have been stressed as positive or problem. Have students take turns sharing identified behaviors, and lead a class discussion on the similarities and differences in perceptions of different families. KEY QUESTIONS: Might a behavior considered positive or acceptable by one family be considered a problem in another family? Cite examples. Why do different families label behaviors differently? What problems might arise if a caregiver's expectations of behavior differ from those in a child's family?

Caregiver Philosophies

TS 21:23 Lead a class discussion on how persons develop philosophies or theories about children's "right" or "wrong" behavior. KEY QUESTION: How would a caregiver's philosophy influence guidance techniques?[C]

TS 21:24 Invite a panel of caregivers to speak to the class on their philosophies of behavior guidance and how they developed their philosophies. Have students prepare and submit appropriate written questions in advance.[C]

Parent Philosophies

TS 21:25 Lead a class discussion on why caregivers should be aware of parents' philosophies in order to develop realistic behavior guidelines for a child care center. KEY QUESTIONS: How can conflicting behavior philosophies between parents and caregivers be resolved? What can be done to reduce confusion for children if philosophies on behavior at a child care center and at home are different?[C]

Community Philosophies

TS 21:26 Have students interview child caregivers to determine what behavior guidance philosophies their child care center uses. Have students share their findings with the class. KEY QUESTIONS: Who determines the child care center's policies? How are the values of the community reflected in the policies? Are employees obligated to carry out the behavior guidance polices of the child care center?[C]

Child Care Center Philosophies

TS 21:27 Ask students to read information on different philosophies of child guidance and write a report summarizing the readings. Lead a class discussion on using behavioral guidance techniques to develop self-control in children.[B][C]

TS 21:28 Have students visit a child care center to observe behavioral guidance techniques. Have students share their observations with the class and decide what types of guidance were used most often. KEY QUESTIONS: Which type seemed to be the most effective with the children? Which type would you prefer to use? Why?[C]

THE NATURE OF POSITIVE AND PROBLEM BEHAVIOR

TS 21:29 Ask students to react to the following statement from the Reference Book: As children develop and interact with others, both positive and negative behaviors will result. KEY QUESTIONS: Why are both positive and negative behaviors inevitable? How does recognition of this fact enable caregivers to be more understanding of children?

Positive Behavior

TS 21:30 Lead a class discussion on positive (appropriate and acceptable) behavior. KEY QUESTIONS: What types of positive behavior are typical at different age levels? What needs should be met to encourage positive behavior?[C]

TS 21:31 Arrange for students to observe children of different ages at a local child care center. Ask students to record at least two instances of positive behavior and share them with the class.[B][C]

Problem Behavior

TS 21:32 Lead the class to brainstorm a list of possible causes of aggression in young children. The list might include: family influences, peer influences, and societal influences including outside role models and television. KEY QUESTION: How could you, as a caregiver, help reduce aggression induced by any of the sources listed?

TS 21:33 Have each student watch and record incidences of aggression in the following types of television programs: a Saturday morning cartoon, an "educational" program, and a popular "family" program. Instruct each student to write a one-half page summary of each program watched, listing the name and time of the program and the number of times an aggressive act was seen in each show. Ask students to share their findings with the class and compile a chart or list. KEY QUESTIONS: Which shows had the most violence or aggression? Which had the least? Which do you think would be more likely to serve as a behavior model for children? Why? If you had children, which programs would you want them to watch? not watch? Why?[B][C]

TS 21:34 Have students view Teaching Aid 113, Forms of Aggression. Lead a class discussion on the various forms of aggression and give examples of each. Ask each student to observe children for an example of one of these forms of aggression at a shopping mall, grocery store, or playground. Have students share their observations in class and identify the type of aggression observed.[B][C]

PROMOTING POSITIVE BEHAVIOR

TS 21:35 Have students define *direct guidance*. Ask students to compare their definition to the one on page 308 in the Reference Book. Lead a class discussion on the guidelines for promoting positive behavior.[B][C]

Observing Children at All Times

TS 21:36 Divide the class into cooperative learning groups. Have each group develop a brief skit or role play that illustrates how a caregiver can promote positive behavior through observation and involvement. Have each group present their skit or role play. Ask the class to vote by secret ballot for the best suggestion. NOTE: Students might need to review the reading assignment on page 308 of the Reference Book for an example.[B] C]

TS 21:37 Ask students to observe a child care center and record an example of direct guidance that promotes positive or prosocial behavior. Have students share their examples in class. KEY QUESTIONS: Which guidance techniques produced the most positive outcomes? How did children react to positive guidance strategies?[B][C]

Being Consistent

TS 21:38 Have students define *consistency*. Lead a class discussion on how consistency relates to the guidance of young children. KEY QUESTIONS: Why is consistency important in the guidance of young children? How does inconsistency in guidance affect a child's behavior? How does consistency among caregivers influence a child's behavior? Does being consistent mean not being flexible? Why? Is it possible to be too consistent?

TS 21:39 Lead the class to brainstorm for techniques caregivers can use when potential conflicts arise between children. Examples might include:

- Establish eye contact with the children.
- Move closer to the children.
- Speak to the children at eye level.
- Redirect the children.
- Distract the children.

- Wait and see what happens.

KEY QUESTIONS: When would a caregiver use these techniques? Why is it important for a caregiver to let children work out their own problems? When should a caregiver wait and/or intervene into conflicts? What other caregiver responses might help prevent trouble before it happens?

TS 21:40 Divide the class into cooperative learning groups and give each group a copy of Teaching Aid 114, When Should a Caregiver Intervene? Have each group elect a leader to lead a group discussion on the four case situations. Have each group answer the questions listed on the Teaching Aid. After each group has worked through the situations, have the leaders share their group's solutions with the class. KEY QUESTIONS: When a caregiver is asked to help solve children's conflicts, how can the caregiver help the children solve the conflicts themselves? NOTE: Point out to students that generally a caregiver should only intervene in children's conflicts if children request assistance, or if someone or something is about to get hurt. Therefore, caregivers must observe children's interactions at all times and decide when it is appropriate to apply direct guidance techniques.[B][C]

Modeling Positive Behaviors

TS 21:41 List the following modeling principles on the chalkboard:

- Children tend to model behavior of significant others (parents, caregivers, and siblings.)
- Children tend to imitate the behavior of a model who is positively reinforced (rewarded) for that behavior.
- When a model's actions and words conflict, children tend to imitate the action rather than what they were told.

Lead a class discussion on each of these principles. KEY QUESTION: What do these facts tell caregivers about the guidance of young children?

TS 21:42 Have students observe a child care center for examples of caregivers modeling positive behaviors. NOTE: Any time a caregiver demonstrates or shows a young child how to do something, the caregiver is modeling. Examples might include: showing children how to turn the pages of a book carefully, demonstrating how to be gentle with a pet or a baby, or showing children how to use finger paints. Have students share their observations with the class. KEY QUESTION: Does most of the behavior young children learn involve some element of modeling?[C]

TS 21:43 Lead a class discussion on the importance of using short, clear, meaningful sentences in a calm, steady voice when talking with and guiding young children. Point out that children model significant others by repeating words and phrases they hear often and using the same tone of voice. KEY QUESTION: Why should caregivers use a pleasant tone of voice, acceptable language, and correct English in all conversations that they have with children, other caregivers, and parents?

Communicating at the Child's Level

TS 21:44 Lead a class discussion on the physical aspects of listening. KEY QUESTIONS: Why is it recommended that an adult be on a face-to-face level with children when talking with them? How can body language aid in communicating with children?[C]

TS 21:45 Divide the class into small cooperative learning groups. Provide each group with a poster board and felt-tip markers. Have each group elect a leader to list the group's suggestions for being a good listener on the poster and then share the list with the class. Provide students with references on communication techniques if they need ideas or additional information on listening.[B][C]

TS 21:46 Ask students to recall and write down a sentence that a child told them or that they heard a child say to a caregiver. Collect the papers and write the sentences on the chalkboard. Have students take turns stating a response to let the child know the caregiver was listening. Lead a class discussion on the importance of repeating what the child said and listening for the real meaning of the child's words.[B]

Encouraging Initiative, Independence, and Responsibility

TS 21:47 Lead a class discussion on how caregivers can help children develop initiative, independence, and responsibility. KEY QUESTIONS: Why should children be expected to do some tasks both at the child care center and at home? What do they learn from performing some routine tasks?

TS 21:48 Divide the class into cooperative learning groups and ask each group to develop an activity that would help teach a child independence. Have each group elect a leader to share the group's activity with the class. Encourage students to try the activity with a child of the appropriate age and write a report on the success or failure of the activity. KEY QUESTIONS: How does the activity teach the child independence? Why is it important for children to succeed in their attempts to do things for themselves? What changes or improvements would you make in the activity before using it again?[C]

Setting Appropriate Limits

TS 21:49 Invite a child care center director or teacher to visit the class and discuss limits that are set for infants, toddlers, preschoolers, and school-age children to protect health, property, and the rights of others. Ask each student to prepare three written questions for the speaker. Screen the questions in advance to avoid duplication and insure appropriateness. KEY QUESTIONS: Who decides the limits or rules for each developmental level of children in a child care center? Are the rules reviewed at intervals to determine appropriateness? Why is it important to involve preschoolers and school-age children in the process of developing the rules? Why is it important for all children to learn to follow rules?[B][C]

TS 21:50 Lead a class discussion on the number of rules that might be needed in each category for each developmental level. Point out the value of keeping the rules simple and posting them in the classroom as a reminder for the staff and the children.

Encouraging Cooperation and Positive Interaction

TS 21:51 Lead the class to brainstorm and discuss games that teach children cooperation and/or self-control. Have a student volunteer to list the games on the chalkboard as they are named and lead a class discussion on them. KEY QUESTION: What is the appropriate developmental level of children for each game listed?

TS 21:52 Instruct students to prepare an activity for helping young children express their feelings. Have students volunteer to demonstrate their activities in class. KEY QUESTION: In what ways can caregivers help children communicate feelings?[B][C]

TS 21:53 Give students a copy of Teaching Aid 115, Positive Conflict Resolution. Lead a class discussion on each of the strategies that caregivers can use to promote positive conflict resolution. Have students give an example that illustrates each strategy.[B][C]

TS 21:54 Have students define *redirection* and *distraction*. Lead a class discussion on the meaning of the terms. Explain that when caregivers redirect children's behavior, they are stepping into a situation and gradually leading the children's interactions in a new direction. Distraction involves a change of interest initiated by the caregiver. Ask students to cite examples of these techniques.[C]

TS 21:55 Lead a class discussion on giving children choices to guide their behavior. Have students cite examples of situations when redirecting behavior is appropriate and possible choices that the caregiver could use to redirect the behavior. NOTE: Choices must be real and acceptable to children when a caregiver wants to redirect a child's behavior.

DEALING WITH PROBLEM BEHAVIOR

TS 21:56 Ask each student to write on a note card one behavior problem that she or he has observed in young children. Collect the cards. Read the cards one at a time to the class. Lead a class discussion on possible solutions to the problems. Include in the discussion why the child's behavior is a problem and what factors a caregiver might need to know before dealing with the problem.[C]

TS 21:57 Have students read Teaching Aid 116, Caregiver Behavior Which May Lead to Problem Behavior in Children. Lead a class discussion regarding the information given on the teaching aid. KEY QUESTIONS: How do the caregiver's attitudes and behavior influence the attitudes and behavior of children? How can each type of behavior problem be recognized and dealt with? Can the problem solving approach be used to deal with these behavior problems? How much time does it take to solve a behavior problem?[B][C]

Observation of Behavior

TS 21:58 Ask students to read Teaching Aid 117, Observation Techniques. Point out that observations of children, adults, facilities, and other aspects of child care programs should be focused on the specific objective(s) for that lesson or activity. Lead a class discussion on observation techniques and caution students that the persons and programs being observed have a right to privacy and confidentiality. Students should not discuss their observations outside the classroom.[B][C]

TS 21:59 Lead a class discussion on making objective observations. Have students distinguish between facts, inferences, value judgments, and feelings by reviewing the following examples:

- Jason started crying. (fact)
- Jason cried because he was hungry. (inference)
- The teacher was wrong not to comfort Jason. (value judgment)
- I was sad when Jason cried. (feelings)

Have students give more example and practice distinguishing between facts, inferences, value judgments, and feelings.[C]

TS 21:60 Show a video-taped incident or use a recent incident that happened at school that involved high school students. Assign a student to write the story on the chalkboard as students tell it. Have students sort out facts, inferences, value judgments, and feelings about the incident. KEY QUESTIONS: Was it hard to be objective about an incident that involved students you know? Why is being objective so important when making observations?[C]

Suggested Strategies for Correcting Problem Behavior

TS 21:61 Lead a class discussion on the different methods for controlling aggressive behavior. Include in the discussion the methods of firm communication, extinction, and time-out. KEY QUESTIONS: What factors affect the selection of appropriate methods for controlling aggression? How should caregivers react to aggressive situations?

TS 21:62 Have students read Teaching Aid 118, Guidelines on The Use of "Time-Out." Lead a class discussion on time-out periods. Explain that time-out may be a form of negative reinforcement or punishment depending on whether the child can end the time-out or must sit through a prescribed amount of time. KEY QUESTIONS: What are some of the disadvantages of using time-out? How has this technique proven to be effective with young children? How or when could the use of time-out be harmful? Is time-out appropriate for infants or toddlers? Why?[B][C]

TS 21:63 Divide the class into cooperative learning groups. Give each group a slip of paper with a description of an aggressive behavior and the age of the children involved. Have each group choose a leader to read their description of the aggressive situation. Also, have each group make a recommendation of the most appropriate method for controlling the behavior and list the reasons for their recommendation. KEY QUESTIONS: Does the class agree with the group's choice of methods for controlling the aggressive behavior? Was the choice appropriate for the age of the children involved? What other techniques might also work?[B][C]

USE OF POSITIVE AND NEGATIVE REINFORCEMENT

TS 21:64 Ask students to observe a child care center for two examples of positive reinforcement and two examples of negative reinforcement. Have students objectively record the facts about each situation that led up to using positive and negative reinforcement. KEY QUESTIONS: If you had been the caregiver, would you have used the same type of reinforcement? Why?

22

Facility Management

ESSENTIAL ELEMENTS

- Demonstrate techniques to assist children in developing acceptable behavior patterns.(f1C)
- Apply classroom management and program planning techniques.(f4E)
- Apply techniques for learning activities of children.(f4C)
- Apply principles for maintaining a safe and healthy environment.(f3C)
- Assist with management procedures in the child care setting.(f4F)
- Apply housekeeping and maintenance at the child care setting.(f3D)

OBJECTIVES TO ACHIEVE

- Identify regulations, location concerns, and overall design guidelines which influence management of a child care facility.
- Summarize ways to make best use of indoor space and materials in guiding children.
- Describe ways to best arrange, organize, and use outdoor space and materials in child guidance.
- Explain how the scheduling of time use in a child care program affects children's behavior.
- Explain major tasks which should be listed on a maintenance calendar by the child care program director.

ASSIGNMENT

- Read Chapter Twenty-two in the *Child Care and Guidance, Management, and Services Reference Book.*

Facility Management

TS 22:1* Lead a class discussion on the importance of planning a child care facility so that it utilizes indirect guidance to prevent problem behaviors and encourage positive behaviors. KEY QUESTIONS: How does noise level and amount of space affect children? What are the advantages of grouping children in small groups?

TS 22:2 Obtain current copies of the "Minimum Standards: Day Care" from the Texas Department of Human Services. Instruct students to read the sections on Buildings, Grounds, Equipment, Fire, Sanitation, and Safety. Have students find regulations that relate to the child care facility. KEY QUESTIONS: Why are these regulations important? Should the *minimum* regulations be strengthened? Which ones? Why? [C]

TS 22:3 Obtain a copy of the Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs, which is a branch of the National Association for the Education of Young Children (NAEYC). Ask students to read and compare the NAEYC standards to the "Minimum Standards: Day Care." Have students base their comparisons on planning a quality facility with the minimum state standards. KEY QUESTION: How do the standards differ for buildings, grounds, and equipment? NOTE: This material may be ordered from: National Association for the Education of Young Children (NAEYC), 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786. Other helpful materials on planning facilities available from this source include "Planning Environments for Young Children: Physical Space," priced at $2.50 a copy and "Facility Design for Early Childhood Programs," priced at $5.00 a copy.[C]

REGULATIONS, LOCATION, AND DESIGN

TS 22:4 Lead a class discussion on the federal, state, and city regulations that must be considered when planning a new child care facility. KEY QUESTIONS: Are the regulations the same for a new building as for a building that is being remodeled? Why is it vital that all regulations regarding a facility be met?

TS 22:5 Have students evaluate potential sites for locating a child care facility. Use classified ads, a real estate agency, or a field trip into the community. Share the outcome of the evaluations in class. KEY QUESTIONS: Is the location convenient and attractive? Is the area safe? Is the site near public transportation? Is the site easy to locate but off busy streets? Is the neighborhood stable? Is the center close to a well-kept and safe park/shopping center?[B][C]

TS 22:6 Lead the class to brainstorm on the needs of children and staff that should be accommodated for when planning a facility. KEY QUESTIONS: What design features can help reduce stress, behavior problems, and frustrations? What facilities are needed to accommodate the needs of adults? In what ways can the physical

* TS 22:1 indicates teaching strategy, chapter 22, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

environment affect the staff?[C]

INDOOR SPACE

Guidelines for Planning Indoor Space

TS 22:7 Ask students to review the guidelines on indoor space requirements on page 324 of the Reference Book. Have students use the guidelines to develop a check list to evaluate child care center facilities. Arrange for the class to evaluate a child care facility according to the checklist. KEY QUESTIONS: Does the center meet the needs of children and staff? Could a school classroom be remodeled to meet the minimum guidelines for a child care center?[B][C]

TS 22:8 Have students define *self-contained design*, *open space design*, and *modified open space design*. KEY QUESTIONS: Which type of design do you prefer? Why? What are the advantages and disadvantages of each type design?[B]

Boundaries

TS 22:9 Divide the class into cooperative learning groups and have each group prepare suggestions for creating low cost, attractive boundaries to divide space in a child care center. Ask each group to elect a leader to report the group's suggestions to the class.[C]

Logical Arrangement of Learning Centers

TS 22:10 Have students look at the room arrangements on page 325 of the Reference Book. Ask students to evaluate each of the plans by logically considering movement and traffic flow, noisy and quiet areas, and boundary use. KEY QUESTION: Why is one plan more appropriate than the other plan?[C]

Areas of Varied Sizes

TS 22:11 Lead a class discussion on the importance of dividing classroom space into activity areas of varied sizes including large, small, and individual activity areas. KEY QUESTIONS: How could a large activity area be used? What types of furnishings or equipment would be appropriate for the large activity area? What are some activities for a small activity area? What types of materials are usually used in the small activity area? Why is a private or individual area needed? What limits might be required in an individual activity area? Should this area ever be used for discipline or punishment? Why are bean bags or pillows recommended for use in the individual area?

TS 22:12 Show students pictures of small and large activity areas of various child care centers. Lead a class discussion on the space arrangement of each picture. KEY QUESTIONS: Do the arrangements enhance or interfere with scheduled activities. Why is it important to consider the activities to be conducted in an area when planning the arrangement and location of activity areas? Would the areas be noisy or quiet? Can the boundaries be adjusted or rearranged?

Uncrowded Arrangement

TS 22:13 Ask students to read in the current State licensing standards to find the minimum amount of space required for each child in a child care center. Lead a class discussion on required spacing needs for children and suggested arrangements for learning centers to reduce or control crowding. KEY QUESTIONS: How can the children be encouraged to use all the learning or activity centers? What types of problems may occur if children are crowded into too small a space?[B][C]

Traffic Flow

TS 22:14 Ask students to observe traffic flow of children between learning centers at a child care center. Have each student write a brief report, based on their observation, of the following points:

- Is the aisle space adequate between learning centers?
- Is the quiet or manipulative activity area located away from the traffic flow?
- Do children have to walk through one area to reach another area?
- Do children tend to collide with other children or groups when moving from one center to the next?

Evaluate the reports for basic skills as well as content based on the observation.[B][C]

Materials for Indoor Space

TS 22:15 Lead a class discussion on the importance of supplying appropriate materials and equipment for children. Have students list guidelines that could be used when selecting, organizing, and maintaining materials. Guidelines might include:

- Items of proper size that are in good condition and work well.
- All supplies necessary for each project or activity.
- Materials suited to the developmental level of the children who will be using the materials.
- Materials that are well organized.
- The proper amount of equipment or materials for the number of students.
- A good variety of materials to encourage creativity and promote positive behavior. [C]

TS 22:16 Divide the class into cooperative learning groups. Have each group suggest creative ways that various areas of the child care center could be personalized so that children gain a sense of self-esteem and feel comfortable and "at home." Ask each group to report their ideas to the class. NOTE: Some examples are pictures of the children and their families, samples of their art work, a learning center displaying favorite books or toys from home, a special place to nap each afternoon with a favorite pillow or blanket from home, and storage places with name plates.[C]

OUTDOOR SPACE

TS 22:17 Lead a class discussion on the needs that should be considered when planning outdoor space for a child care center. Include amount of space, types of activities, variety in surface textures, site location considerations, equipment to be used, and storage for the equipment near the place where it will be used.

TS 22:18 Divide the class into cooperative learning groups and have each group design an outdoor play area for young children. Provide each group with large sheets of paper such as newsprint or butcher paper, rulers, and markers. Have students first draw an outline of the area and include some natural features such as a rock outcrop, a stand of trees, a hill, a creek, or a slope. Instruct the groups to include a wheel-toy path, a sand pit, a water play area, and any other feature that would enhance the play area. Ask each group to elect a leader to share the group's design with the class. Save the drawings for evaluation.

Guidelines for Planning Outdoor Space

TS 22:19 Ask students to review the guidelines for planning outdoor space presented on page 329 of the Reference Book. Have students develop a point rating scale for each of the guidelines listed. Display all the drawings prepared in TS 22:18 and ask each student to rate and evaluate each plan. KEY QUESTIONS: Which plan was ranked the highest in the student evaluation? How could each of the plans be improved?[B][C]

TS 22:20 Show students a video or slides of outdoor space at several local child care centers. Ask students to determine which outdoor space is most adequate and the least adequate. Have students write a list of improvements that could be made to the one that is least adequate.[B][C]

Materials for Outdoor Space

TS 22:21 Divide the class into cooperative learning groups and lead each group to brainstorm for a list of materials and equipment that could be used in outdoor space. Lists should include both indoor and outdoor material and equipment. Have each group elect a recorder to write down the list and share it with the class. KEY QUESTIONS: Which listed items are non-traditional for outdoor space? Could these items be successfully used or adapted for outdoors?

TS 22:22 Lead a class discussion on seasonal activities. Lead students to brainstorm a list of types of seasonal activities. KEY QUESTIONS: Should activities be planned with regard to weather conditions? What alternatives could be planned for days when children can not go outside? [C]

TS 22:23 Lead a class discussion on the amount of materials and equipment needed for a specific number of children. KEY QUESTIONS: If twelve children are old enough for tricycles, how many tricycles would be a reasonable amount for the center to have available? How many swings would be needed for thirty children?

TS 22:24 Ask each student to interview a child caregiver and inquire about the plans he/she has for indirect guidance in the outdoor area. Have each student turn in a written summary of their interviews and share them with the class. [C]

TS 22:25 Divide the class into pairs. Have each pair observe how outdoor environments influence the behavior of children. Assign one-third of the pairs to observe a home day care, another third, a city park/playground, and the last third, a child care center. When the observations are completed, ask each group to report its findings in class. KEY QUESTIONS: In which environment were the most behavior problems observed? Which environment produced the least behavior problems? Were the problems directly related to the environment? Did the parents or teachers seem to have any guidance problems at the location where you observed? How much direct guidance was necessary? What types of direct guidance were used?[C]

TIME SCHEDULES

TS 22:26 Provide students with copies of Teaching Aid 119, Sample Well-Balanced Schedules. Lead a class discussion on the differences in the schedules for toddlers and preschoolers. KEY QUESTION: Why is it important for teachers to consider the children's developmental needs when planning the daily schedule?[B][C]

TS 22:27 Give each student a copy of the Teaching Aid 120, Daily Schedules: Planning the Sequence of Events. Supply two or three sample daily schedules from various child care centers. Have each student prepare a written evaluation of the samples according to the guidelines presented on the teaching aid.[B][C]

TS 22:28 Lead a class discussion on the importance of routines to children. Include in the discussion establishing and maintaining regular routines for lunch and snack times, nap or rest time, and toileting. KEY QUESTIONS: Why do routines help make a child feel comfortable and secure? What types of activities should be used prior to lunch or rest time? Why?[C]

TS 22:29 Divide the class into cooperative learning groups and have each group plan three flexible activities and three alternate flexible activities that could be substituted for the original plans if necessary. Each activity and its alternative activity should be similar in content. An example might be listening to a record; if the record player or record breaks, the children can listen to a story. Ask each group to share their suggestions with the class.[C]

SUPPORT AREAS

TS 22:30 Have students define *support area* as it relates to a child care facility. Have students share their definitions with the class and lead a class discussion on the definitions. Inform students that in a child care center the support areas include administration, food service, parent area, staff area, entry, housekeeping, storage, parking, and observation. Ask each student to compile a list of support areas.[B][C]

TS 22:31 Have students tour a child care center and observe the support areas, especially the entry and the staff areas. Have students share their observations with the class. KEY QUESTIONS: Is the entrance friendly and inviting for children and parents? Are first impressions really important? Does the staff have a nice, quiet area where they can go to relax for a few minutes? Is the storage space adequate in the classrooms, and is a workroom provided for the staff? How will the facility affect staff morale? parent participation?

Facility Maintenance

MAINTENANCE CALENDAR

TS 22:32 Invite a child care director to speak to the class on the methods used to check maintenance at a child care facility. Ask students to review the maintenance calendar on page 332 in the Reference Book and develop questions for the speaker prior to class. KEY QUESTIONS: How often should each task listed on the maintenance calendar be done? Why is it important to maintain the facility? Where could a director get experience or assistance in maintaining a facility?[C]

TS 22:33 Locate a building which is in poor condition or mention a run-down site which all students know about. Lead a class discussion on how this building fell into disrepair and the expenses that might be involved in restoring a building that has not been maintained properly.

TS 22:34 Have students use a telephone book to locate repair companies for the following:

- a heating system
- a cooling system
- a water heater
- an electrical system
- a roof
- plumbing
- paving
- insect control
- locks
- painting
- lumber
- repair fences
- garden supplies

Have students develop a quick reference chart or a file card system with phone numbers, names, and addresses of maintenance companies for the child care center. KEY QUESTION: Who could assist a director in selecting reliable repair firms?[B][C]

23

Child Care Program Organization/Administration

ESSENTIAL ELEMENTS

- Apply procedures and policies in a child care setting.(f4A)
- Assist with management procedures in the child care setting.(f4F)
- Describe guidelines for communicating with parents/guardians of children.(f2D)

OBJECTIVES TO ACHIEVE

- Outline traits of an effective child care program leader.
- Explain the roles of planning, organizing, implementing, evaluating, and communicating in program management.
- Describe major responsibilities of a child care program director.
- List types of records maintained for a child care program.
- Determine steps the director can take to maintain confidentiality of information about children and families.
- Outline the steps in starting a new child care program.
- Identify information to research for a needs assessment.
- Review guidelines for formulating child care policies and procedures.
- Describe how child care programs gain accreditation.
- Explain the licensing process by which the government sets and enforces standards for child care.

ASSIGNMENT

- Read Chapter Twenty-three in the *Child Care and Guidance, Management, and Services Reference Book.*

Organization and Administration

TS 23:1* Lead a class discussion on the leadership styles child care program administrators utilize. KEY QUESTIONS: What is the difference between a "task-oriented style" of leadership and a "people-oriented" style? Which style of leadership might be best for a child care program director? Why?[C]

TS 23:2 Ask students to examine pictures of different types of dress for a child care director. Have students identify those that would be appropriate for a child care director who wants to appear professional. KEY QUESTIONS: Is casual dress appropriate for a professional image? What other characteristics would project a professional image? Is image important to being a successful professional? NOTE: Pictures of different types of dress for both men and women can be clipped from catalogs or magazines.[C]

FUNCTIONS OF MANAGEMENT

TS 23:3 Have students review page 343, Functions of Management, in the Reference Book. Lead a class discussion on the role that communication plays in each of the other four functions. KEY QUESTIONS: Which function would come first? Why is communication shown between the other four functions?[C]

TS 23:4 Divide the class into cooperative learning groups. Have each group list the functions of management of a child care director. Lead students to brainstorm for activities a child care director performs and categorize each activity under the function of management to which it relates. Have students share their lists in class and determine if the activities are correctly identified.[C]

Planning

TS 23:5 Have students define *planning* and share their definitions in class. KEY QUESTIONS: What kinds of activities need to be planned? Why is planning essential in child care administration? [C]

TS 23:6 Lead a class discussion on the four steps in planning. List the steps on the chalkboard and have students cite several examples for each step that a child care director might have in setting up a new child care center. KEY QUESTIONS: Are the examples appropriate for the steps for which they were cited? How can the examples be improved to more clearly identify the planning step? Could any of the examples actually be used to illustrate other steps in planning?[C]

Organization

TS 23:7 Invite a panel of child care center directors to speak to the class on how they manage and organize a child care center through setting lines of authority and communication, assigning tasks, and motivating employees. Ask students to prepare appropriate written questions for the panel members. Have students write a report summarizing the information presented.[B][C]

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* TS 23:1 indicates teaching strategy, chapter 23, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS 23:8 Lead a class discussion on the different types of organization under which child care centers may operate: sole proprietorship, partnerships, and corporations. Point out the distinguishing characteristics of each type of organization. KEY QUESTIONS: How does the type of organization affect the paper work involved in operating the facility? the taxes to be paid? the financial liability requirements?[C]

TS 23:9 Instruct students to select one type of organization and write a paper on the advantages and disadvantages characteristic to that type. Extra credit might be given to students who interview and include information from the director of a center that operates under the selected type of organization.[B][C]

Implementation

TS 23:10 Have students define *implementation*. Lead a class discussion on the definition. KEY QUESTIONS: How is communication used during the implementation process? How can a manager determine when changes may be necessary?[C]

Evaluation

TS 23:11 Have students interview a child care director to determine what methods of evaluation are used and how often the various evaluations are performed. Have students share their information with the class. KEY QUESTIONS: How much time does a child care director spend on evaluation? What kinds of records on evaluation are used?[C]

TS 23:12 Divide the class into cooperative learning groups. Have each group plan both formal and informal evaluations that child care centers could use. Have each group select and/or develop one formal and one informal evaluation from one of the following categories: people, program, procedures, financial status, events, and records. Have each group elect a leader to report the group's evaluations to the class.[C]

Communication

TS 23:13 Have students look at Figure 23.1 on page 343 of the Reference Book. Have each student write a paragraph describing why communication is shown as a connector between planning, organizing, implementing, and evaluating.[B][C]

TS 23:14 Ask students who work in child care centers to bring examples of written communications that are used to keep parents informed about activities at the center. Have students examine and compare the various examples and suggest ways the written communications could be improved or made more attractive or appealing.[C]

RESPONSIBILITIES OF THE CHILD CARE PROGRAM DIRECTOR

TS 23:15 Lead each student to brainstorm for responsibilities of a child care director. Have them write each responsibility on note cards or slips of paper (one suggestion per card or slip). Then, have students sort the responsibilities that are similar into categories. Have students compare their lists and categories to those listed in the Reference Book on pages 344-346. KEY QUESTIONS: Were any major categories omitted? Could any of the responsibilities be assigned to another person?[C]

Routine Responsibilities

TS 23:16 Invite several directors from different child care centers to speak to students regarding their routine responsibilities, or have students interview directors and report to the class. KEY QUESTIONS: Are the routine responsibilities similar for all the directors? Do the responsibilities vary with the type of child care center being operated?[C]

Importance of Record Keeping and Privacy

TS 23:17 Divide the class into cooperative learning groups. Ask each group to determine ways to maintain confidentiality at a child care center. Have each group elect a recorder to take notes and share the group's suggestions and conclusions with the class. KEY QUESTIONS: What are the policies on privacy regarding your own records at your school? Is it important to you that your records be kept confidential?[C]

TS 23:18 Lead a class discussion on the necessity to keep children's records confidential. KEY QUESTIONS: What are the policies and procedures on privacy at the child care center where you work? Do you think students who work with the children should have access to all records? Why? With whom does a teaching assistant have a right to discuss information found in a child's records? Should a child's records be discussed with the child's family? Who decides when and where to hold discussions on a child's record?[C]

TS 23:19 Have students who work in child care centers to ask for copies of forms that are used by their employer for background information, health information, enrollment and attendance information, and developmental information. Set up a display in the classroom and have students examine and compare the different types of forms. KEY QUESTIONS: How often are the records updated? Who does the record keeping?

Maintaining a Positive Working Environment

TS 23:20 Ask students to write on a sheet of paper the following definition of leadership: "Leadership is a way of influencing others to follow willingly." Show students Teaching Aid 121, Leadership Styles. Have students list advantages and disadvantages of each style of leadership shown on the teaching aid. KEY QUESTIONS: Which style best matches the definition? Why?[B][C]

TS 23:21 Use Teaching Aid 122, Personnel Policies, to show examples of different types of personnel policies. Have students collect examples of policies from different child care centers. Divide the class into small groups. Have each group read, compare, and discuss the examples of policies that were collected. KEY QUESTIONS: Which personnel policies might not be required in a small family operated day care center? Which policies are required by state law? Which policies would have the most influence on maintaining a positive work environment?[B][C]

Working With a Board of Directors

TS 23:22 Lead a class discussion on the similarities and differences between a board of directors at a child care center and a school board for the local school district. KEY QUESTIONS: What are the purposes and responsibilities of the board of directors for a child care center? Who might serve on a board of directors for a child care center? Why is the board considered the director's immediate supervisor? [C]

TS 23:23 Invite a child care center director to speak to the class on the responsibilities of the of directors. Ask students to prepare appropriate written questions prior to the visit. KEY QUESTIONS: What are examples of issues covered in a meeting of the board? How does the child care director keep the board informed of issues/problems?[C]

STARTING A NEW PROGRAM

TS 23:24 Ask students to review the steps for starting a new program on page 348 in the Reference Book. Have students conduct interviews with child care center directors who have recently established new programs and report their findings with the class. KEY QUESTIONS: Which steps for starting a new program are required first? How much time did it take to get the program started? Where can an individual or group find assistance when starting a new program?[C]

TS 23:25 Ask students to collect materials for an exhibit or display showing where an individual or group could find assistance when starting a new program. Examples could include: State Licensing Standards, information from the Small Business Administration, information from banks on financing, and information from insurance companies.[B][C]

Needs Assessment

TS 23:26 Lead the class to brainstorm ways to determine the needs for child care in your community. KEY QUESTIONS: Which methods of gathering information would cost the least amount of money? What are sources of existing information that might be utilized? Which methods would require the most work and/or the greatest amount of time?

TS 23:27 Ask students to review the list on page 349 in the Reference Book related to needs assessment. Have students develop sample survey questions to obtain this type of information. KEY QUESTIONS: What techniques can be used to get people to complete the survey? Would it be better to mail it or to hand it out at various locations?

TS 23:28 Lead a class discussion on whether or not the community needs special child care for teenage parents. Point out that some communities offer school-sponsored child care centers for teen parents. KEY QUESTIONS: What impact would a school-sponsored child care center have on teen parents? on the community?

The Licensing Process

TS 23:29 Lead a class discussion regarding the licensing process for child care centers. KEY QUESTIONS: What agency is designated to license child care centers? For how long a period is the license in effect? How much time will it take to process all the paper work and obtain a license? If a fee is charged, how much is it? What is a provisional license? For what period of time is a provisional license effective? Can a provisional license be renewed?[C]

TS 23:30 Invite a guest speaker from the Department of Human Services (or licensing agency) to speak to students on site inspections involved in obtaining and keeping a license. Ask students to develop appropriate written questions for the speaker prior to class. KEY QUESTION: What agencies may be involved in site inspections?[B]

TS 23:31 Provide students with copies of the state child care licensing standards for your state. Ask students to read the sections of the standards which affect program planning. Divide the class into cooperative learning groups. Have each group develop a game, quiz, or puzzle that would teach other students the information on the standards. Have the groups exchange their games, quizzes, or puzzles and critique them on effectiveness and accuracy. Recognize the group that developed the best teaching aid.[B][C]

TS 23:32 Have each student use a tape recorder as an individualized learning activity. Record a set of questions and answers about state licensing standards which pertain to program planning. Have each student listen to the question, stop the tape recorder, read the guidelines, write an answer, and then turn on the tape recorder to hear the correct answer.[B][C]

TS 23:33 Divide the class into small cooperative learning groups to compare state minimum standards to the NAEYC's (National Association for the Education of Young Children) standards for accreditation. Comparisons could be made in the following areas: staff/child ratio, group size, staff qualifications, record keeping, physical space requirements, equipment, nutrition, and safety and sanitation. Have each group elect a leader to share the group's findings with the class. KEY QUESTIONS: Which set of standards is the most lenient? the most strict?[C]

TS 23:34 Have students write letters to other states inquiring about qualifications required for the staff of child care centers and the type and amount of training necessary for these workers. When students receive information, have them share it with the class. KEY QUESTIONS: What are the major differences in qualifications of staff? in amount of training required? If a Federal Child Care law is passed, will the states become more or less alike in their requirements? Why?[C]

TS 23:35 Ask students who work at a child care center to interview the child care center director to find out what kinds of records are required for each child and for employees. If possible, have students obtain samples of forms used for record keeping to display in class. Have students share their information with the class.[C]

TS 23:36 Have students measure 30 square feet on the floor and mark it off with tape. This area represents the minimum 30 square feet of indoor space required for each child. Then have students measure and mark off the 75-80 square feet of outdoor space required for each child. KEY QUESTIONS: Did the required areas appear larger or smaller than expected? Why are minimum space requirements needed?[B]

TS 23:37 Ask students to review Table 22.1 on page 332 of the Reference Book. Have students calculate both the minimum and desirable amounts of outdoor space for three child care centers that have respective enrollments of fifty-five, fifteen, and thirty children.[B][C]

TS 23:38 Lead a class discussion on the equipment requirements at a child care center. Provide equipment catalogs for students to use in making selections for a "new" child care center that has forty children, ages two through five. KEY QUESTIONS: How can one determine if the equipment selected is age appropriate? How can the amount of equipment needed be determined?

TS 23:39 Have students review the State standards or minimum requirements for nutrition. Write the following statement on the chalkboard for discussion: "Nutrition requirements are effective only if the children actually eat the food that is prepared." Ask each student to plan menus for one week for a child care center serving a morning snack, lunch, and an afternoon snack to two- through five-year olds. KEY QUESTIONS: Do the menus reflect a balance of foods from the basic food groups? Would the food planned appeal to children? What techniques can be used to make food more appealing to children?[C]

TS 23:40 Invite a panel of child care workers or inspectors from various agencies to discuss safety and sanitation inspections required for licensing. Have students prepare appropriate written questions prior to the class. KEY QUESTIONS: Which agencies have responsibilities for safety and sanitation inspections in child care facilities? How often are these inspections made? Is the center notified when the inspector will visit or is the visit unexpected? How do the inspections affect license renewal applications?

POLICY MAKING

TS 23:41 Divide the class into cooperative learning groups. Have each group review and evaluate written policies from local child care centers (not identified by name.) Have each group elect a leader to report the group's evaluation to the class. NOTE: Remind students that a list of general guidelines for policies is included in the Reference Book on page 354.

ACCREDITATION OF CHILD CARE PROGRAMS

TS 23:42 Have students define *licensing* and *accreditation* and differentiate between the meanings of the two terms. KEY QUESTIONS: What is the purpose of a license? Who issues child care center licenses? What is the purpose of accreditation? Who issues accreditation? Which action is voluntary? Which is usually required?

TS 23:43 Have students read Teaching Aid 123, Accreditation by the National Academy of Early Childhood Programs. Ask students to determine which child care centers in the local area are accredited. KEY QUESTIONS: Why would a center seek accreditation? What kinds of questions might be asked by a team of on-site visitors who were evaluating the center for accreditation?[C]

TS 23:44 Invite the director of an accredited program to discuss with students what makes an accredited program different. Ask students to write a summary paper outlining the discussed information.[B][C]

24

Curriculum Management

ESSENTIAL ELEMENTS

- Apply principles for maintaining a safe and healthy environment.(f3C)
- Assist with management procedures in the child care setting.(f4F)
- Apply classroom management and program planning techniques.(f4E)

OBJECTIVES TO ACHIEVE

- Identify factors to consider in child care curriculum planning.
- Distinguish between instructional and discovery program models.
- Explain differences in goals and objectives for a child care curriculum and the use of each.
- List and explain various evaluation techniques
- Review factors which affect scheduling in a child care program.
- Explain guidelines to remember in planning play periods for children.
- Examine factors a director must consider regarding the health and safety program in a child care center.
- Describe the child care director's role in the management of materials and equipment.

ASSIGNMENT

- Read Chapter Twenty-four in the *Child Care and Guidance, Management, and Services Reference Book.*

Curriculum Management

TS 24:1* Have students read Chapter 24 in the Reference Book and define *curriculum* in their own words. Have students share their definitions in class and compose a class definition. KEY QUESTIONS: What are some differences in curriculum between child care centers? What is the basis of the curriculum? Who determines what the curriculum will be? What kinds of things must be managed in curriculum management?[C]

PROGRAM CHARACTERISTICS

TS 24:2 Divide the class into cooperative learning groups. Assign each group one or more of the eight program types listed in Figure 24.1 on page 360 of the Reference Book. Students could use library references, interviews, observations, or firsthand experiences to collect the information on the characteristics of each type program. Ask each group to develop a poster listing characteristics of each type of program. Provide class time for groups to display and explain their posters. Have the class compare the identified program characteristics. KEY QUESTIONS: Did all the programs have some characteristic in common? In what ways do the programs differ? Why is it sometimes difficult to classify a child care program into one of these categories?

TS 24:3 Use a city map to make a wall display. Have students use map pins to indicate the locations of each child care program in the city. Use small slips of paper or colored map pins to color code the types of programs. Have students analyze the map. KEY QUESTIONS: Are child care programs clustered in areas of the city? What types of populations are they serving? Which areas seem to need child care programs? How would someone planning to establish a new child care program benefit by making such a map?[B]

TS 24:4 Lead the class to brainstorm on the advantages and disadvantages of directing each of the eight types of programs. Have each student choose three types of programs and write a summary of the advantages and disadvantages of the programs.[B][C]

Licensing Standards

TS 24:5 Have students read the portions of the state licensing standards which pertain to program planning. For an individualized learning activity, prepare and use a tape recorded set of questions and answers about the state licensing standards pertaining to program planning. The student may listen to a question, stop the tape, write the answer to the question, then turn on the tape again to hear the correct answer. Instruct students to follow the same procedure until they have completed the number of questions on the tape.[B][C]

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* TS 24:1 indicates teaching strategy, chapter 24, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS 24:6 Write on the chalkboard the following topics: space available, licensing standards, staff, children's needs, and program philosophy. Lead a class discussion on the effect each of these factors has on grouping patterns.

TS 24:7 Have students discuss various grouping patterns they have observed at different child care centers. KEY QUESTIONS: What are the advantages of age grouping? Which age group might benefit the most from developmental grouping? What advantages does multi-age grouping offer?

TS 24:8 Lead a class discussion on the types of grouping patterns for children. KEY QUESTIONS: What kind of grouping pattern is best for infants and toddlers? Why?[C]

Services Offered

TS 24:9 Have students review the list of services found in child care centers on page 361 of the Reference Book. Lead a class discussion the different services. KEY QUESTIONS: Which services are most commonly offered in child care programs? Which services are least common? Which services should be offered by most child care programs? How would offering weekend or evening care affect the curriculum?[B][C]

TS 24:10 Divide the class into cooperative learning groups. Ask each team to research one type of child care service. The students' goal is to become thoroughly acquainted with one type of service so that they can conduct a "press conference." In class, have the teams present their information using a press conference format. The class acts as members of the press and asks the group questions about their type of service. NOTE: Make certain that all important information about each type of child care service is shared. Ask the group additional questions as necessary.[B][C]

TS 24:11 Compare the curriculum plan for a franchise center such as Kindercare with the curriculum plan used in a local privately owned center. KEY QUESTIONS: What differences/similarities are evident? How do the licensing standards affect the curriculum? How does the grouping pattern affect the curriculum? How do the services offered affect the curriculum?[B]

CURRICULUM DEVELOPMENT

TS 24:12 Lead a class discussion on the "who, what, when, why, and how" of curriculum development for child care programs after reminding students that the *curriculum plan* should serve as a guide for teachers in planning activities for the children. KEY QUESTIONS: Who should be involved in curriculum development? What should the curriculum document contain? When should the curriculum be developed? Why is a written curriculum document needed? How is the curriculum document to be used?[C]

TS 24:13 Give students a copy of Teaching Aid 124, The Art of Group Consultation. Have students analyze the guidelines and write a paper describing the advantages and disadvantages of using this approach to conduct a curriculum development meeting with the director, teachers, parent representatives, and board members of a child care center. KEY QUESTIONS: What can a chairperson do to ensure that each member has a chance to speak? Why should group members practice good listening skills?[B][C]

Statement of Philosophy

TS 24:14 Have students simulate the first meeting of a curriculum development committee. Each student is a member of this committee and the first task is to develop a program philosophy which will guide the development of the curriculum. Ask students to practice the group consultation style of meeting while developing a concise statement of philosophy that reflects the values and beliefs of the group regarding child care. KEY QUESTIONS: What do the children need? How do children learn? What is the center's purpose as a provider of child care? NOTE: Students may draw for specific roles on the committee, such as the director, teachers, parents, or board members.[C]

TS 24:15 Obtain some curriculum plans from a variety of child care centers. Ask several students to read the philosophy statements aloud to the class. Have the class analyze and compare the class philosophy developed in TS 24:14 to the statements from actual child care centers. KEY QUESTIONS: Does the class philosophy need some revision? Is the class statement more or less specific than the actual philosophies from the various child care centers? How often does a child care center need to examine and revise their philosophy?[B][C]

Goals and Objectives

TS 24:16 Ask students to continue their simulation of a curriculum planning committee. At this meeting the committee is to develop a list of goals for the curriculum. The committee secretary should record each goal on a separate note card or slip of paper. After everyone has expressed their ideas, the cards can be sorted and organized into a logical pattern by developmental areas or content areas such as science, reading, or mathematics. NOTE: Students may wish to review the sample goals listed on page 362 of the Reference Book. Remind students that goals are long-range, realistic reflections of the philosophy that describe changes that can be observed.[C]

TS 24:17 Have the committee (students) develop objectives. The objectives should be short-range goals. Ask students to read and compare the goals and objectives listed by the child care centers in their curriculum development plans to those developed by the class. Have each student write a paper summarizing conclusions drawn from their comparison. NOTE: Students may need to refer to the examples of objections on page 363 of the Reference Book to clarify their understanding of the differences between goals and objectives.[B][C]

Instructional Strategies

TS 24:18 Ask students to review the principles for development of teaching strategies on page 363 of the Reference Book. KEY QUESTIONS: Why should a wide variety of teaching strategies be used? How can the effectiveness of the teaching strategies be determined?[B]

TS 24:19 Give students a copy of Teaching Aid 125, Techniques for Teaching Young Children. Lead a class discussion on techniques for teaching young children. Ask students to share the techniques they have observed in child care centers during the semester (year). Ask students to add any additional techniques to their teaching aid list.[B]

TS 24:20 Give students a copy of Teaching Aid 126, Teaching Activity Card. Explain that a teaching staff can develop a Teaching Activity Card file system for a child care center. The Card system could be based on the goals and objectives in their curriculum plan. Divide students into cooperative learning groups. Provide each group index cards and have them develop side one of a card based on the previously developed goals and objectives. Groups may work on developing side two of their cards, if time permits. Ask each group to elect a leader to share the group's ideas with the class.[B][C]

Program Models

TS 24:21 Arrange for students to observe a Head Start program or a child care center that uses the instructional model. Following the observations, lead a class discussion on the structured approach that is a part of this model. KEY QUESTIONS: What are the advantages of a structured approach? What skills will the children learn?[C]

TS 24:22 Have students observe a child care center that utilizes the discovery model. Ask students to give brief oral reports regarding this method of instruction. KEY QUESTIONS: Are the materials used in the discovery model different from those used in the instructional model? Who selects the activities to be used in each model?[C]

TS 24:23 Have students study the charts related to each model on pages 364-367 in the Reference Book. Ask students to write a paper contrasting the two general types of program models. Ask that the paper contain a discussion of the advantages and disadvantages of each model.[B]

EVALUATION TECHNIQUES

TS 24:24 Lead a class discussion on the importance of ongoing evaluations of a child care program. Point out that effective evaluation techniques assist child care centers in improving the curriculum to meet the needs of children, parents, and teachers. KEY QUESTIONS: What information should caregivers provide to the director that can help determine the effectiveness of the program? What is a developmental check list? How is it used?

Observation of Children

TS 24:25 Divide students into four cooperative learning groups. Have each group select, study, and practice one of the following four observation methods: anecdotal record, running record, time sampling, and/or event sampling. Ask each group to elect a leader to report to the class the group's practice with the selected observation method. KEY QUESTIONS: Can each of the methods of observation be used equally well in any given situation? Is one method preferable over the others? Why? Why is it important to use several methods of evaluation?[B][C]

SCHEDULING

TS 24:26 Obtain sample schedules from several child care centers. Have students review the schedules and then write a brief paper on the differences and similarities of the different schedules. KEY QUESTIONS: Why do teachers need to make a schedule? Why do children need to know what to expect at the child care center?[B]

Factors Affecting Daily Scheduling

TS 24:27 List the factors that affect daily scheduling on separate slips of paper. Refer to the list on pages 369-370 in the Reference Book. Prepare enough slips for each student to draw one. Have each student prepare a daily schedule based on the factor that they drew. Ask students to share information about the schedules with the class.

TS 24:28 Lead a class discussion on the importance of considering all of the above daily scheduling factors when making a practical schedule. KEY QUESTION: Why should staff work together in developing schedules for the child care center?

Schedule Changes

TS 24:29 Invite a child care center director to speak to students on the importance of planning flexibility into schedules. Ask the director to share some experiences regarding what can happen if a schedule is not flexible. Ask students to prepare questions in advance for the speaker. Have students write a summary of the visit.[B]

HEALTH AND SAFETY

TS 24:30 Have students observe the indoor and outdoor safety practices of a child care center. Have students share their findings with the class. KEY QUESTIONS: Did you observe any safety hazards that should be corrected? What procedures should be followed in reporting safety hazards?[B]

TS 24:31 Arrange for students to attend a health and/or safety training workshop for child caregivers. Or, invite a guest speaker who provides safety training talks to speak to the class. Following the observation or guest speaker, lead a class discussion regarding the frequency of training and amount of information that child caregivers must receive in order for a center to be licensed. Ask students to write a paper evaluating the information given.[B]

TS 24:32 Divide the class into cooperative learning groups. Have each group examine different floor plans of child care facilities and work out a primary and alternate evacuation route for each section of the building. Routes can be shown with two different colored pens or markers. Have each group share their plans with the class.[C]

MATERIALS AND EQUIPMENT

TS 24:33 Invite a panel of child care directors to address the class on how they purchase, store, distribute, maintain, and replace materials and equipment. Ask the panel to discuss how much (percentage of the budget) it costs to provide supplies and equipment and how they prioritize needs. Have students prepare questions for the panel prior to the class.

TS 24:34 Have students develop a class list of free or inexpensive items that might be used by a child care center to reduce the cost of supplies and materials. Point out that parents, businesses, and employees are often willing to contribute items if they are aware of the intended use. For example, the back side of computer paper can be used for drawing or finger painting.

25

Food Service Management

ESSENTIAL ELEMENTS

- Assist with management procedures in the child care setting.(f4F)
- Evaluate nutritional value of snacks and/or meals.(f2E)
- Apply principles for maintaining a safe and healthy environment.(f3C)

OBJECTIVES TO ACHIEVE

- Describe the director's overall role in child care food service.
- List the essential nutrients and food sources for each.
- Review the basic functions of each nutrient in the body.
- Review the five food groups in the Daily Food Guide and how RDAs are used in child care food service.
- Discuss the relationship of nutrition to children's growth and development.
- Explain menu planning procedures appropriate for child care.
- Determine guidelines for child care food purchasing and storage.
- Identify equipment needed for food service in a child care program.
- Describe appropriate food service sanitation procedures.
- Explain appropriate child care mealtime practices.

ASSIGNMENT

- Read Chapter Twenty-five in the *Child Care and Guidance, Management, and Services Reference Book.*

Food Service Management

TS 25:1* Ask students to imagine being the director of a child care center. An administrative assistant has just been hired to assist you (the director) with the food service management. Have each student work with a partner to develop a list of duties and responsibilities you and your assistant would have in managing the food service for your child care center.[C]

TS 25:2 Assign each student to interview a child care center director. Have students ask about his or her responsibility in food service management. Ask each student to write a summary of the interview.[B][C]

TS 25:3 Ask students to review the Texas minimum standards for regulations regarding food service in child care centers. Lead a class discussion on the standards in class. KEY QUESTIONS: What percentage of a child's daily nutritional needs should be provided by the Child Care Center if the child is there for eight hours per day? What recommendations are made regarding the storage and handling of food?[C]

NUTRITION

TS 25:4 Give each student a copy of Teaching Aid 127, The Essential Nutrients. Instruct students to complete Teaching Aid 127. NOTE: Have students refer to the Reference Book and other resources to locate information to complete the chart. Have students compare the food sources, functions, and importance of each nutrient to the growth and development of children. KEY QUESTION: Why is it important for child caregivers to have knowledge and skills in nutrition and menu planning?[B]

TS 25:5 Divide the class into cooperative learning groups. Have each group develop nutrition education activities for preschoolers. The activities might incorporate skits, puppets, or posters to acquaint children to a wide variety of wholesome foods. Have students visit a child care center and use their activities with preschoolers. KEY QUESTIONS: What did the children learn? What was the most successful part of each activity? What changes should be made to improve the preschoolers' learning experience?[B][C]

TS 25:6 Have students obtain information on the six nutrients. Show students how to use a Composition of Foods Chart to determine the important nutrients in each food. NOTE: Abridged Composition of Foods charts are included in the appendices of most Food and Nutrition textbooks or the complete chart can be obtained from the US Government Printing Office.

Food Groups

TS 25:7 Have each student develop a creative, fun activity to teach young children about the food groups identified in the USDA *Daily Food Guide*. Have students share their activities with the class and, if possible, try the activities with young children.

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* TS 25:1 indicates teaching strategy, chapter 25, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Recommended Daily Allowances (RDAs)

TS 25:8 Give students a copy of Teaching Aid 128, A Guide to the Amounts of Food for Different Age Groups. Have students copy a weekly menu plan from a day care center. Ask students to compare the menu plan to the RDAs for each of the five food groups for children of different ages. Students should then determine whether or not the menu is a plus or minus in any of the food groups. If there is a plus or a minus in any food group, students should propose changes that will correct the menu plan.[B]

Nutrition Related to Growth and Development

TS 25:9 Lead a class discussion on the growth rate of children of various ages and how a balanced diet contributes to physical and mental development. KEY QUESTIONS: What role does good nutrition play in the growth and development of children? During what period is the growth rate the most rapid? When would an infant first need iron? At what age are solid foods generally introduced to infants? At what ages do children have smaller appetites?[B]

TS 25:10 Divide the class into cooperative learning groups. Have each group develop colorful posters or brief skits to teach young children about empty calorie foods. NOTE: Activities should encourage children to make better food choices that create a balanced diet and prevent some dietary problems, including tooth decay and obesity.[B]

MENU PLANNING

TS 25:11 Have students interview, by telephone or in person, several child care center directors to determine who does the menu planning at each center and how often it is done. Also, ask if cycle menus are utilized and how long the cycle lasts at each center. Have students share their findings with the class.[C]

TS 25:12 Ask students to review sample menu plans from several child care centers and highlight any cultural or ethnic foods. Lead a class discussion on how parent involvement can enhance cultural food choices and give children positive feelings about individual differences and food preferences.[B]

TS 25:13 Lead a class discussion on the value of snacks in menu plans for child care centers. Lead students to brainstorm suggestions for snack foods that would be appropriate for various age levels, assist in meeting the RDA's nutritional requirements, and appeal to the children.

PURCHASING AND STORING FOODS

TS 25:14 Review the guidelines outlined on page 382-283 in the Reference Book with the students. KEY QUESTIONS: Why is it important that good purchasing practices for food be utilized? What resource may be valuable in deciding how much food to buy to serve a certain number of children? Why should the inventory of food be kept low?

TS 25:15 Obtain copies of food orders and matching suppliers' invoices from child care centers. Mix the orders and invoices up and have students find those that match. Have students practice reading invoices and checking them against food orders.[B]

TS 25:16 Divide the class into three groups to research proper food storage techniques. Assign one group to study dry (shelf) storage, one group to study refrigerator storage, and one group to study freezer storage. Students might visit the library for resources or use Home Economics textbooks to find detailed storage information. Ask each group to elect a leader to report to the class when the assignment is completed. The reports should contain the following information:

- proper storage temperatures
- methods of rotation of food items
- maximum length of storage items for different food items
- methods for keeping track of the inventory

Reports could either be written, oral, or both.[B][C]

EQUIPMENT

TS 25:17 Have students visit kitchens and examine the equipment in one child care center that uses home type equipment and one that uses commercial equipment. Lead a class discussion on the advantages and disadvantages of each type of equipment. Ask students to compare the costs of commercial equipment to home type equipment. KEY QUESTIONS: If a child care center cares for forty children, what type equipment should they be using in the kitchen? If a center cares for fifteen children, what kind of kitchen equipment may be used? Which center would be likely to have the largest investment in equipment? What are some examples of equipment specifications? What would be the advantage of listing specifications and asking dealers to submit bids?[B]

TS 25:18 Invite a local contractor or licensing agent to speak to the class regarding state and local safety regulations that child care centers are required to meet when planning a kitchen. Ask students to prepare questions prior to the guest speaker's appearance.[B]

TS 25:19 Give each student a recipe that might be prepared in a child care center kitchen and have the students list all the small equipment that would be needed to prepare that dish. Have students compare their lists and compile one master list of small equipment that would be needed to efficiently prepare meals and snacks.[B]

SANITATION

TS 25:20 Lead a class discussion on the importance of promptly and properly storing left-over food as soon as the meal is over. Have students look at Figure 25.1 on page 385 of the Reference Book. Point out the danger zones for bacterial growth. KEY QUESTIONS: What is the maximum amount of time food can safely be kept warm? What is the maximum amount of time uncooked ground meat or poultry can be safely stored? Does freezing stop growth of all bacteria? What is the proper storage temperature for raw ground meat that will be used within three days?[B][C]

TS 25:21 Divide the class into small cooperative learning groups. Have each group read and discuss the sanitation procedures listed on page 384 in the Reference Book. KEY QUESTIONS: Which procedures are the most important to follow? Are there other procedures that should be added to this list?[B]

TS 25:22 Arrange for students to visit a local child care center and observe in the kitchen during a meal preparation time. Have students use the listed sanitation procedures as a check list to evaluate what is observed. NOTE: Caution students to be very discreet and not share their observation opinions with anyone at the child care center. KEY QUESTIONS: Were adequate sanitation techniques used during the meal preparation? What suggestions could be made to improve sanitation in food handling or preparation?

MEALTIME PRACTICES

TS 25:23 Have each student create a learning activity for preschoolers that would help them learn good mealtime practices. For example, have preschoolers cut out food pictures showing good nutrition and paste them on a paper plate to "eat." Another example, is to give each child cut out shapes of plates, forks, spoons, and cups and have them practice arranging them on paper "placemats." Have students use and evaluate their activities with preschoolers, if possible.[B]

TS 25:24 Instruct each student to write a paper consisting of at least two paragraphs. Have one paragraph contrast the following three commonly used styles of meal service in child care centers: plate service, cafeteria service, and family service; have the second paragraph indicate the style that the student feels is most appropriate and the reasons for that selection.[B]

TS 25:25 Have students describe the best and worst mealtime atmospheres they have observed during the year. Ask the class to develop a list of guidelines that would promote pleasant and positive mealtime atmospheres. KEY QUESTIONS: Why is mealtime atmosphere important? How does atmosphere influence the establishment of good eating habits? What practices promote positive mealtime atmospheres? negative atmospheres?

26

Financial Management

ESSENTIAL ELEMENTS

- Assist with management procedures in the child care setting.(f4F)
- Demonstrate effective money management.(a7D)

OBJECTIVES TO ACHIEVE

- List various means of securing funding for child care programs.
- Explain ways child care programs can maintain accurate financial records.
- Describe the procedures involved in preparing a staff payroll.
- Outline a system for keeping inventory of equipment and supplies.
- Explain how to plan and evaluate an annual budget.
- Relate child care insurance needs to financial management.
- Outline strategies for controlling costs.

ASSIGNMENT

- Read Chapter Twenty-six in the *Child Care and Guidance, Management, and Services Reference Book.*

Financial Management

TS 26:1 Ask students to interview a child care center director to find out how important the director's financial management skills are to the overall success of the child care center. Have students report their findings to the class. KEY QUESTIONS: Where could one receive training in financial management? Does the need for financial management skills increase in proportion to the size of the child care center?[C]

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* TS 26:1 indicates teaching strategy, chapter 26, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

FUNDING

TS 26:2 Have students investigate and write a report on the various sources of funding available for operating a child care center. KEY QUESTION: How does the amount of funding affect the fees charged for child care?[B]

Tuition Fees

TS 26:3 Assign one or two students to survey privately owned child care centers to determine the fees charged for one child and for two children from the same family per month. Have students report their findings to the class. Ask the class to calculate the average fees charged by the surveyed child care centers.[B]

TS 26:4 Lead a class discussion on the amount of fee money it takes to operate a child care center for fifty children assuming that fees would be the only source of funding. Have students consider costs of supplies, rent, utilities, equipment, maintenance of equipment, salaries for personnel, and a reasonable profit for the owner. KEY QUESTIONS: Should some of the costs be prorated over a period of time? How many employees would be needed in order to meet minimum licensing standards? How much space would be needed? How much would utilities average a month? What would be a reasonable amount of profit for the owner?[B]

TS 26:5 Give students a copy of Teaching Aid 129, ABC Child Care Program Contract for Child Care Services. This teaching aid is an example of a parent/provider contract. Read the contract in class and point out that a contract may be simple and does not have to spell out every condition if a parent handbook is used and referred to in the contract. The parent handbook or a set of guidelines can give details about what is expected from the child care program and from the parents. KEY QUESTIONS: How might this contract prevent misunderstandings at a later date? Would you feel comfortable as a parent in signing this agreement? What questions might you expect parents to ask?[B]

TS 26:6 Provide additional examples of parent/provider contracts for students to examine and study in class. Have the students develop a written list of the advantages for both parties of having signed contracts.[B]

Other Funding Sources

TS 26:7 Lead a class discussion on how to identify sources of funding and the steps that would be involved in obtaining funding from a government agency or a charitable organization for a child care center. KEY QUESTIONS: Where could one find out about sources of funds? What local sources might provide funding?

TS 26:8 Invite a panel of directors from child care centers that are funded by charitable organizations, government agencies, or private industry to speak to the class and describe the processes they used to obtain funding, the method of payments used by the various entities, and the type of record keeping that the funding source requires. Ask students to develop appropriate questions prior to the visit. Have students write a summary of the key points in the presentation for future reference.[B]

FINANCIAL RECORD KEEPING

TS 26:9 Divide the class into cooperative learning groups to investigate various methods of financial record keeping used by local child care centers. Ask students to obtain examples of various type forms that are used. Have each group elect a leader to report orally in class.[C]

TS 26:10 Invite an accountant to speak to the class on the services that an accounting firm can provide for a child care center including information on the cost of such services. Ask students to write a paper summarizing the accountant's presentation.[B]

TS 26:11 Arrange for a demonstration of computer software for financial management. KEY QUESTIONS: What advantages would a computer system offer? Would the system be simple to use? Would the system generate statements? What, if any, disadvantages might there be in using a computer system for financial management?

Single-Entry Bookkeeping

TS 26:12 Invite an accounting teacher to lead a class discussion and demonstrate a single-entry bookkeeping system. Ask the teacher to use examples of a general journal, a general ledger, an income ledger, a payroll ledger, receipts, statements, invoices, and other records that must be kept. Prepare students for the demonstration by having them become familiar with the examples of simple ledger sheets included on Teaching Aid 130, Sample Ledger Sheets. An example of the general ledger is given in Figure 26.1 of the Reference Book. KEY QUESTIONS: Which type of entry is made daily? Which record is divided into accounts? Which ledger has a separate account for each family with a child enrolled? Which ledger has a separate account for each employee?[B][C]

TS 26:13 Lead a class discussion of in-kind contributions and the importance of recording these non-cash resources with a dollar value in order to determine true program costs. Have students list various types of in-kind contributions.[B]

Payroll

TS 26:14 Invite a bookkeeper from a large child care program to share with the class his or her system for preparing a staff payroll. Ask the speaker to discuss minimum wage, overtime payments, confidential nature of payroll information, and what happens if a mistake is discovered on a check that has already been distributed. Have students write a summary of the speaker's presentation.[B]

TS 26:15 Provide each student with blank payroll ledger sheets, charts from the IRS on Federal Income Tax Withholding, State Income Tax Withholding (if applicable), FICA (social security), and blank checks with stubs appropriate for payroll. Work through a staff payroll with students in class by using the steps on Teaching Aid 131, Computing Payroll.

TS 26:16 Lead a class discussion on the two roles of an employer in relation to taxes: debtor and agent. Explain that as an agent, the employer collects taxes from employees (through the payroll deductions) and is responsible for seeing that they are paid to the government. As a debtor, the employer is liable for matching taxes equal to the employees' FICA or Social Security tax, taxes on income which the business produces, real estate or property taxes if the building is owned, and other local taxes.

TS 26:17 Collect and display the various forms associated with the collection and payment of taxes by businesses. Go over the forms in class and have students practice filling in some fictitious data in pencil.[B]

TS 26:18 Invite a representative of the Internal Revenue Service to visit the class and discuss the payment of taxes as a debtor and as an agent. KEY QUESTIONS: How does the employer determine the amount of income taxes due? What forms should be used? When must individuals who own a business pay taxes in advance?

INVENTORY

TS 26:19 Divide the class into small cooperative learning groups. Lead the groups to brainstorm about ways a child care center director can keep up with supplies through an inventory system. Ask each group to elect a leader and a recorder, one of whom will report the group's ideas to the class. KEY QUESTIONS: How can the director know when to reorder supplies without counting every item on a regular basis? What role would storeroom organization play in maintaining supplies and an accurate inventory record?[C]

TS 26:20 Have students develop an inventory card file system for major pieces of equipment that are commonly found in a child care center. Each card should contain the following information: name of the item, date purchased, cost, manufacturer, warranty number and expiration date, depreciation accumulated, and insured value. On the back of the card space place the service record of the item. Include the following equipment: typewriters, computers, washers, dryers, ovens, refrigerators, freezers, small kitchen appliances, air conditioners, heating systems, lawn mowers, cribs, filing cabinets, desks, vans or other vehicles owned by the center, etc. KEY QUESTIONS: What is the value of keeping such detailed records of equipment? How often should the items in this file be inventoried? How would an accurate inventory of major equipment help in controlling costs?[B]

TS 26:21 Have students who are interested in computers investigate and report to the class on software that could be used for maintaining inventory records on equipment and supplies. If possible have the students arrange for a demonstration of the software for the class. Students familiar with computer programming might wish to develop a simple program for maintaining an inventory system.[B][C]

FINANCIAL CONTROL

TS 26:22 Lead a class discussion on the importance of a director's financial control through budgeting and controlling costs. KEY QUESTIONS: What could happen if the child care fees are set too low to cover operating costs? if the inventory of consumable supplies is not monitored closely? if an operating budget is not followed?

Budgets

TS 26:23 Divide the class into small cooperative learning groups. Ask each group to brainstorm about the question "What is a budget?" and define it. Once the group has reached a definition, ask them to continue discussing the purposes or functions of a budget. Have students make a list of all the possible functions of a budget. After the groups have finished their discussion, ask them to share their definitions and lists of functions with the class.[C]

TS 26:24 Give students a copy of Teaching Aid 132, Sample Budget Format. Explain that this is one format for a line-item budget. Backup sheets can be provided to show details such as payroll and fringe benefit expenses for employees. KEY QUESTION: How can the budget's line-items help in setting up a bookkeeping system?

TS 26:25 Divide the class into cooperative learning groups and ask each group to act as a planning committee for a new child care program. Let the students decide what kind of program they would like to start. Have the students conduct research to develop a start-up budget and a one year operating budget for this new program. Provide time in class for students to present their plans and budgets. KEY QUESTIONS: What would be the major differences in a non-profit program's operating budget and the operating budget for a program that needs to make a profit? Would the start-up budgets for the two be more similar than the operating budgets? Why or why not?[B][C]

INSURANCE

TS 26:26 Invite a payroll expert or someone from the State Employment Commission to discuss the types of employee insurance that a child care employer is responsible for paying. Ask them to cover worker's compensation and unemployment insurance. Have students prepare questions in advance and write a one-page or longer summary including rate information following the presentation.[B][C]

Worker's Compensation Insurance

TS 26:27 Divide the class into small cooperative learning groups. Have the groups determine the cost of worker's compensation insurance for child care centers of different sizes. Simulation examples can be prepared in advance that give such information as the number of employees, the rate of pay, and the average number of hours worked. Each group should work out the average monthly cost and the annual cost of this type of insurance and report to the class.[B]

Unemployment Insurance

TS 26:28 Lead a class discussion on unemployment insurance. KEY QUESTIONS: How and where would you go to file an unemployment claim? Is there a required amount of time that an employee must have worked before becoming eligible to file for unemployment benefits? How long will benefits be paid? Are there any requirements that a person drawing unemployment insurance benefits be looking for other employment? What is the rate that an employer must pay for unemployment insurance?

Liability Insurance

TS 26:29 Invite an insurance broker or independent agent to present information to the class regarding the various types of liability insurance needed by child care centers. Ask the presenter to provide rate information for the different amounts and types of coverage. KEY QUESTIONS: Why is liability insurance coverage so expensive? Can a child care center afford to operate without any liability insurance?

TS 26:30 Ask students who work at a child care center to interview the director to find out what types of liability coverage he or she considers most important. Students who are not employed could conduct a telephone interview with directors of other centers. Compile a chart showing the types of liability coverage carried by various centers. KEY QUESTIONS: Is there a similarity in types of coverage for the various types of centers? How does the type of program and amount of risk influence the type of liability needed?

CONTROLLING COSTS

TS 26:31 Give students a copy of Teaching Aid 133, Cash Flow Calendar. Have students use this as a guide to prepare a complete cash flow calendar. At the bottom of the calendar, space is provided under each month's column for two additional figures, total income and total expenses. By using this chart, the director projects potential income and expenses for each month. In some months, expenses might exceed income. In that case, the director should be sure that income in the preceding months is great enough to offset the upcoming expenses. Major purchases can be planned in months when income is expected to be greatest, for example after a fund raiser. KEY QUESTIONS: What does a cash flow calendar tell you that an annual operating budget does not? How does such a chart help the director control finances?[B][C]

TS 26:32 Give students a copy of Teaching Aid 134, Monthly Financial Statement. Lead a class discussion on how to prepare an end of the month statement. KEY QUESTIONS: In what ways does the monthly financial statement help the director spot potential problems? What can happen if such a statement is not prepared each month?[B][C]

TS 26:33 Lead a class discussion on the following cost control strategies with students: keep accurate records, plan major purchases, use a cash flow calendar, avoid wastefulness, and prepare and submit a monthly financial report. KEY QUESTIONS: What other strategies could be implemented? Why might the cash flow calendar and the monthly financial status report be the most important?

TS 26:34 Have students read the story on Teaching Aid 135, Case Study, then discuss the two solutions presented. KEY QUESTIONS: What impact did the decision of each director have on the employees? on the children? on the program as a whole? Which director do you feel made the wisest decision? Why? From this example, what rule-of-thumb might be suggested for approaching a cost cutting situation?[B]

TS 26:35 Have students research references and interview child care program directors for ideas and tips on controlling costs. The goal should be for the students to become "experts" on cost control. In class, have these students hold a "press conference" in which they answer questions given by other members of the class. As a follow-up activity, have students prepare a handbook or fact sheet on ways to control costs in child care centers.[B][C]

27

Parent, Community, and Professional Relationships

ESSENTIAL ELEMENTS

- Describe guidelines for communicating with parents/guardians of children.(f2D)
- Assist with management procedures in the child care setting.(f4F)

OBJECTIVES TO ACHIEVE

- Explain the importance of open communication between parents and caregivers.
- Analyze ways to promote positive relationships and open communication between parents and caregivers.
- List guidelines for use by caregivers in handling problems involving parents.
- Determine ways that parents can be involved in a child care program.
- Analyze ways in which the community influences and provides resources for a child care program.
- Discuss guidelines for recruiting and using community volunteers.
- Review considerations for developing public relations strategies for a child care program.
- Explain the importance of involvement in professional child care causes and organizations.

ASSIGNMENT

- Read Chapter Twenty-seven in the *Child Care and Guidance, Management, and Services Reference Book.*

Important Relationships

TS 27:1 Divide the class into two groups. Ask each group to do an informal survey of child care programs and parents. Have one group develop a list of questions to find out from a child care program (director and/or teachers) about how parents are involved in that program. Have the second group develop a list of questions for parents to find out ways that parents are involved in their child's program and what things they like to do. Surveys can be done by mail or phone. Have the students analyze and compare the results of the two surveys. KEY QUESTIONS: How are parents' and directors' perceptions about parent involvement alike and different? Based on the results of the parent survey, what suggestions could you give a director to improve parent involvement?[B][C]

TS 27:2 Show students Teaching Aid 136, Involving Parents, which identifies the major ways parents can participate in a child care program. Ask students to give examples of how they have seen parents participate in these various or other activities.[C]

TS 27:3 Lead a class discussion on the cultural makeup of the community and how it influences the child care program. KEY QUESTIONS: Do all people in the community share some common values? How do you feel about working with children and parents whose language you do not speak or understand? What fears and anxieties do you have about other cultural groups? Do you have any close friends from other cultural groups?

PARENTS

TS 27:4 Give students a copy of Teaching Aid 137, Guidelines for Smooth Parent-Center Relations. Read through and discuss each of the guidelines in class. KEY QUESTIONS: What attitudes or values about parents are communicated in these guidelines? How does making the parents feel welcome help them communicate more effectively? Do you feel that encouraging parents to visit or call the center at any time is disruptive for the children? How can a program director let parents know that their suggestions and comments are appreciated?

Parent/Caregiver Communication

TS 27:5 Divide the class into small cooperative learning groups. Ask each group to list on a large sheet of paper the reasons why it is important to establish and maintain open communication between parents and the child care staff. After the groups are finished, have one member of each group share the list with the class.[B][C]

TS 27:6 Invite several experienced caregivers or directors to share real experiences they have had with parents in which poor communication caused problems. Write summaries of these cases and give them to students in the form of a handout. Be sure to change names and specifics so that the people involved remain anonymous. Have students

• TS 27:1 indicates teaching strategy, chapter 27, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

analyze the cases and focus on the role that communication or the lack of communication played in each situation.[B][C]

Handling Parent/Caregiver Differences

TS 27:7 Have students review the tips for dealing with complaints from parents on page 408 of the Reference Book. Ask students to take turns role playing the list of complaints in the paragraph that begins with the sentence "Remember that parents often have good ideas about their children's care."

Policies Regarding Parental Complaints

TS 27:8 Provide examples of written complaint policies from local child care centers. Have students evaluate the policies and discuss whether or not the required procedure would be valuable in handling parental complaints.[B]

Presenting Problems to Parents

TS 27:9 Lead students to brainstorm and write up situations that might be problems the center needs to discuss with a parent, based on observations made during the year. Divide the class into pairs; have one student role play the staff person and the other student role play the parent in each situation that those two students wrote. Students may then reverse the roles and see if the situation can be handled differently.

Parent Involvement

TS 27:10 Have students work together to compile an idea file of ways to involve parents in activities of the child care center. For example, parents could talk with the classes about their jobs, assist in refurbishing projects, help with parties or excursions (field trips), or assist in producing the child care center newsletter or handbook.

TS 27:11 Ask students who work in a child care center to develop a bulletin board on parent involvement. Arrange with each center to display the bulletin boards.

TS 27:12 Divide the class into small cooperative learning groups to develop specific ideas for involving parents in school parent group meetings, productions, plays, entertainment on holidays, or the end of school. Have the groups share their ideas with the class.

THE COMMUNITY

TS 27:13 Assign students to research resources available in your community that can provide services or assistance to a child care program. Possible sources of information include the Yellow Pages. Lead a class discussion on the resources discovered.[B][C]

Community Services and Agencies

TS 27:14 Divide the class into cooperative learning groups. Give each group a stack of large note cards and a telephone book. Ask students to prepare a note card directory of community services and agencies in the community which administer to the needs of children and families. Have students list the name of one agency or organization at the top of each card. Additional information such as address, phone number, services offered, and contact persons can then be filled in by the students. Students can divide up the task of finding out about each agency or organization and report their findings to the rest of the group. At the conclusion of the activity each student should have a card file directory of community agencies.

TS 27:15 Invite a representative from several local community agencies to discuss with the class their relationships with other agencies. Ask them to focus on relationships that they have had with child care programs. KEY QUESTIONS: How does your agency keep from duplicating services provided by another agency? What makes your services different? How do you work together with other agencies to meet the needs of a family or child?[B][C]

Volunteers

TS 27:16 Divide the class into small cooperative learning groups. Lead the groups to brainstorm for ways volunteers from the community can be involved in a child care program. Provide each group with newsprint or poster board and markers to record their ideas. Ask each group to elect a leader to share the group's ideas to the class. KEY QUESTIONS: How could volunteers be recruited? What kind of training would need to be provided for volunteers? Who would be in charge of the volunteers? [C]

TS 27:17 Have students prepare a set of guidelines for recruiting and utilizing volunteers in the child care program. With this activity, students can synthesize all that they have learned about volunteers in the child care program.

Public Relations

TS 27:18 Show students Teaching Aid 138, Marketing the Child Care Program. Lead a class discussion on the importance of marketing for child care centers and ask students to cite examples of each technique shown.

TS 27:19 Invite an advertising specialist to discuss various advertising strategies with the class. Ask the speaker to talk about the costs and benefits of using an advertising agency. Have students write a one-page summary of information gained from the speaker. KEY QUESTIONS: How important is having an advertising plan? How often should you advertise and when?[B][C]

TS 27:20 Ask students to prepare an advertising file with clippings of newspaper, magazine, or telephone book ads from child care programs. For each ad, have students write a statement about the image and information communicated in the ad. Have them list the features of the ad that they think are most effective.[B]

TS 27:21 Lead students to brainstorm ideas for free or inexpensive advertising. Write the students' ideas on the chalkboard and discuss the value of each technique. Some examples include: press releases about an event at the child care center of interest to the community, a column on parenting written for the newspaper by the director, sponsorship of a community activity, participation in a community parade, or giving out free balloons to celebrate the Week of the Young Child (sponsored by the National Association for the Education of Young Children).

TS 27:22 Have each student develop a poster advertising one of the child care programs in the community. Display posters in class and have students make suggestions for improving the posters. KEY QUESTIONS: What makes an effective poster? Where could posters be displayed? What needs to be done before putting up a poster in another place of business?[B][C]

TS 27:23 Divide the class into cooperative learning groups to list different types of advertising. Let each group select, research, and prepare advertising in one of the following areas: a brochure describing a child care program, a radio advertising spot or series of spots, a speech that could be presented to service organizations or other groups, a newsletter, and/or a question and answer interview for television. Have each group present their final product to the class and explain why they chose that type of advertising. NOTE: Teaching Aid 139, Child Care, A Newsletter for Child Care Centers, and Teaching Aid 140, Considerations for Developing a Brochure, could be given to students selecting those topics.[B][C]

PROFESSIONAL RELATIONSHIPS

TS 27:24 Show students Teaching Aid 141, Benefits of Professional Organizations. Lead a class discussion on the importance of professional relationships, professional development, and development of the profession for persons involved in the child care profession. KEY QUESTIONS: How can one stay up to date with new developments in child care? How do each of the benefits listed on the teaching aid promote the welfare of young children? How can networking and socializing with others in the same profession benefit employees?[C]

Community and Professional Organizations

TS 27:25 Prepare a display of journals and other publications from various organizations associated with young children. Ask students to examine the publications. KEY QUESTIONS: Why is the publishing function of many organizations so important to child care program directors and caregivers? What type of journal would you prefer to read? Why?[B][C]

TS 27:26 Invite a representative from a professional organization to share information about the organization with the class. Ask the speaker to focus on aspects of the organization which provide information to child care professionals. Have students write a summary report following the presentation.[B][C]

TS 27:27 Ask each student to select and research one of the professional organizations associated with young children. Students should find out about the organization's purpose, philosophy, membership requirements, fees, publications, and meetings. Have students give class reports on the organization they researched. If possible students might obtain and distribute pamphlets or fliers from the organization. Examples of organizations that could be selected include:

- Association of Childhood Education International
- Child Welfare League of America, Inc.
- National Association for Child Care Management
- National Association for the Education of Young Children
- National Black Child Development Institute
- National Credentialing Program
- Child Development Associate Credentialing Commission

In addition to these national organizations, there are many state and local organizations that could be investigated. KEY QUESTIONS: How have working conditions for child care professionals been improved through the input of these groups? Do any of the organizations provide job placement services or job opening announcements? Do the organizations provide continuing education to members through conference, workshops, newsletters or magazines?[B][C]

TS 27:28 Arrange for students to attend a training workshop or meeting sponsored by one of the professional or community organizations associated with child care. Ask students to write an evaluation report of the meeting. KEY QUESTIONS: Were networking opportunities provided at the meeting? What new ideas and information were gained by attending the meeting?[B]

Teaching Aids

Decision Making Work Sheet

Complete the work sheet to develop goals, values, and situational factors that may affect child care decisions.

Step I: Identify the problem.

Step II: Identify values, goals, and situational factors.

Values:

Goals:

Situational Factors:

Step III: Suggest possible solutions and consequences.

Solutions	Consequences	
	Good	Bad
1.		
2.		
3.		
4.		

Step IV: Choose one solution and write a justification using values, goals, and situational factors.

Step V: Evaluation

1. What would be the result if everyone selected this solution or acted this way?
2. Would this same solution work in a new or different situation? Why?
3. How will other people feel about this solution?
4. How can I be better prepared for this or a similar situation in the future?

Choosing Child Care

Physical Environment

- ○ Facility has an overall clean appearance.
- ○ Furniture, sinks, and toilets are at appropriate heights for children.
- ○ Temperature is comfortable.
- ○ Windows are low enough for children to see out.
- ○ Posters, pictures, and murals create colorful surroundings.
- ○ Rooms lend themselves to supervision of play at all times.

Equipment

- ○ Toys are in good condition without rough edges or broken parts.
- ○ Toys are stored in a neat manner when not in use.
- ○ Materials are available for all the children to use without waiting.
- ○ Both boys and girls are allowed to play with all equipment.
- ○ A large variety of equipment is available.

Staff

- ○ Staff encourages parents to visit the facility at any time.
- ○ Caregivers spend quality and equal time with each child.
- ○ Caregivers interact with children at appropriate levels.
- ○ Staff holds regular meetings to inform parents of children's progress.
- ○ Caregivers are clean and neat in appearance.

Safety and Health

- ○ Electrical outlets are covered with safety covers when not in use.
- ○ Entire facility is free of insects, rodents, or other pests.
- ○ Basic first aid equipment is easily accessible.
- ○ Fire safety plans are known in detail by children and staff.
- ○ Carpets or rugs are secure to prevent tripping or slipping.
- ○ Playground is fenced for safety and security.
- ○ Playground equipment is in good condition.
- ○ Space is provided for children who become ill.
- ○ Food served is nutritional, properly prepared, and attractive.

Classification Chart

Name, address, and phone number of center	Hours of Operation	Number of Children Served	Services Offered	Curriculum Structure (philosophy of the center)	Funding Structure

Child Care Services

- Special Classes (swimming, dance, etc.)
- Transportation
- Infant and Toddler Care
- Preschool Care
- After-school Care
- Drop-in Care
- Bilingual Focus
- Mainstreaming
- Evening or Weekend Care
- Health Care Component
- Family Counseling
- Parent Education

Career Ladder

Child Psychologist
Social Worker/Administrative
Preschool Principal
Elementary Principal
Home Economics/Specialization
Administrator/Long-term child care facility
Child Development Specialist/Government Agency

Level 4 (Graduate Level Degrees)

Child Care Center Director/Administrator
Preschool Teacher
Early Childhood Teacher, Public School
Social Worker
Children's Wear Consultant (Corporate Level)
Special Education Teacher
Kindergarten or Elementary Teacher
Child Support Officer
Home Economist

Level 3 (Bachelor's Degree)

Early Childhood Paraprofessional (AAS)
Child Care Center Worker (CDA credential)
Associate Teacher (AAS)
Teacher Aide/Paraprofessional (AA or equivalent)
Foster Parent
Child Care Center Custodial Services Manager
Toy Consultant

Level 2 (Some Postsecondary Education)

Child Care Attendant
Teacher Assistant
Recreation and Playground Leader
Teacher Aide/Clerical
Special Education Attendant
Resident Care Aide
Child Care Center Housekeeper

Level 1 (Entry Level)

TA 6

Capacities for Relating to Children

- Be sensitive to children's feelings and the qualities of young thinking.

- Be ready to listen to children in order to understand their meaning.

- Use both nonverbal and verbal language in order to maximize communication with children.

- Be able to maintain order without sacrificing spontaneity and enthusiasm.

- Be perceptive of individuality and make positive use of individual differences within the group.

- Be able to exercise control without being threatening.

- Be emotionally responsive by taking pleasure in children's successes and being supportive in their failures.

- Bring humor and imaginativeness into the group situation.

- Be committed to maximizing children's strengths and potentials.

What Kind of Child Care Aide Am I?

Answer the following questions honestly to evaluate your interests and performance as a child care aide. Place a √ in the column indicating your answer.

	Yes	No
1. Am I neat in my personal appearance and work?	___	___
2. Am I punctual?	___	___
3. Do I apply myself to the job without being easily bored or distracted?	___	___
4. Do I adapt to new and unexpected situations easily?	___	___
5. Can I work under pressure without becoming nervous and upset?	___	___
6. Do I have confidence in my abilities?	___	___
7. Am I emotionally stable, capable of taking things in stride?	___	___
8. Do I have enough initiative to be able to work on my own without waiting to be told what to do?	___	___
9. Are my job plans in keeping with my own capacities and the opportunities employers have to offer?	___	___
10. Do I have a sense of duty and responsibility?	___	___
11. Am I reliable? Could I be depended on to do a job satisfactorily?	___	___
12. Do I have the friendship and respect of fellow workers?	___	___
13. Do I cooperate with fellow workers?	___	___
14. Do I cooperate with supervisory personnel and management?	___	___
15. Do I follow directions willingly and without argument because I respect authority?	___	___
16. Do I accurately carry out instructions?	___	___
17. Can I accept criticism without feeling hurt?	___	___
18. Do I ask questions about things I do not understand?	___	___
19. Do I complete a job once I start it?	___	___
20. Am I honest?	___	___
21. Am I a pleasant person to work with?	___	___
22. Do I like people?	___	___
23. Am I friendly and pleasant to be with?	___	___
24. Do I enjoy activities with children?	___	___
25. Do I read materials concerning the training of small children?	___	___

If you answered *yes* to most of the questions, you can become a successful child care center employee. All you need are the necessary skills and training.

If you answered *no* to a number of the questions, you may need to strengthen some of your abilities in order to become an effective child care center employee.

Sources of Job Information

- ➢ vocational home economics teachers
- ➢ guidance counselors and teachers
- ➢ local/state employment service office
- ➢ employment agencies
- ➢ employment listings in newspapers
- ➢ signs posted in places of business
- ➢ word-of-mouth

TA 9

Guidelines for Telephoning to Arrange for an Interview

☎ Speak plainly and distinctly.

☎ State your name clearly.

☎ Explain that you are interested in applying for a job and would like to make an appointment to talk with the person in charge of hiring.

☎ Write down the name of the interviewer and the time and place of the interview.

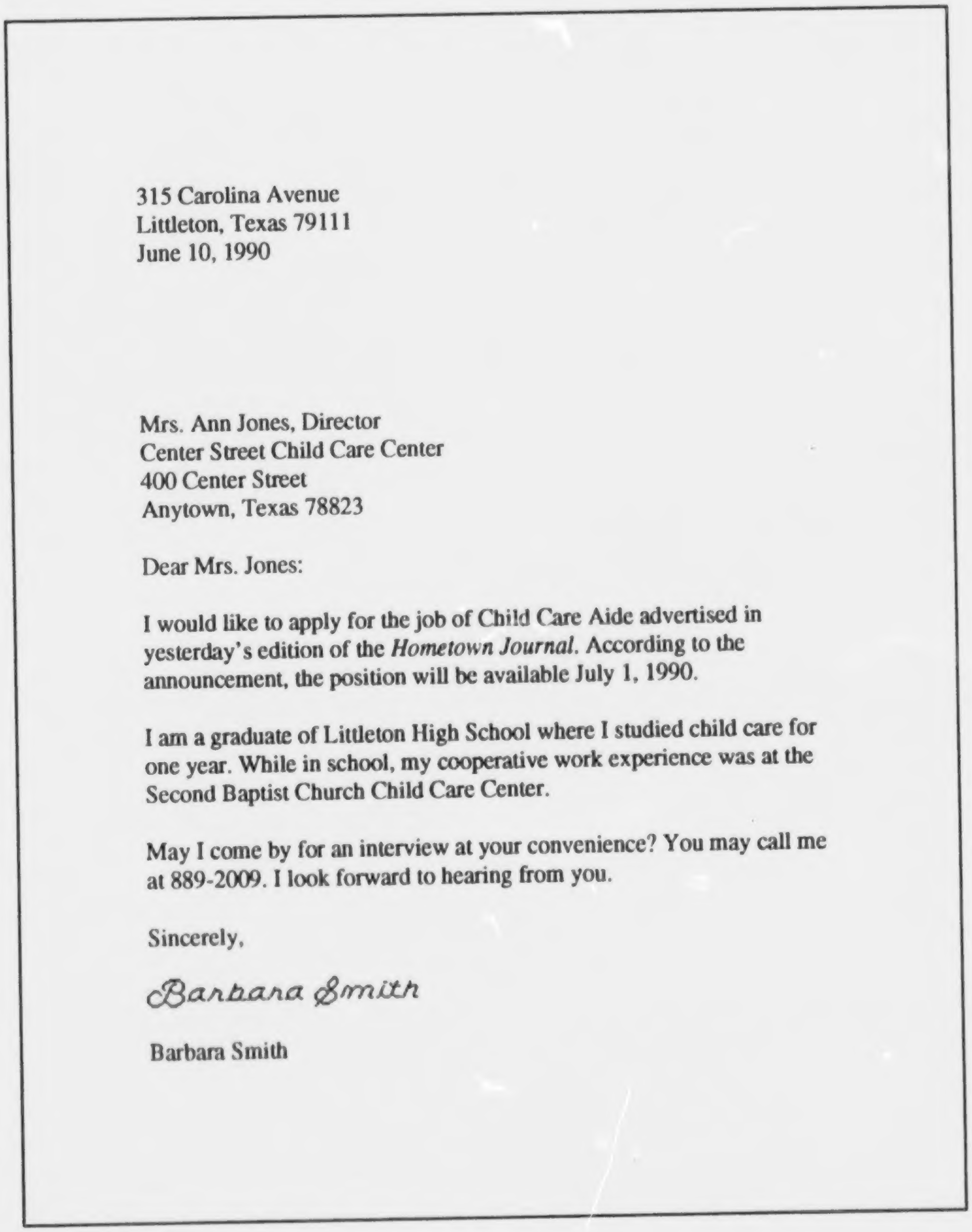
☎ As soon as the appointment is scheduled, thank the person making the appointment.

✆ Checklist for Telephone Use ✆

	Excellent	Good	Fair	Poor
1. Uses normal conversational tone of voice				
2. Speaks distinctly				
3. Speaks at moderate pace				
4. Uses correct choice of words				
5. Has proper inflection (rise and fall) of voice				
6. Gives information clearly and accurately using proper emphasis				
7. Maintains low pitched voice				
8. Ends call pleasantly				

Adapted from *Telephone Pointers*, Southwestern Bell Telephone Systems.

Job Application Letter



315 Carolina Avenue
Littleton, Texas 79111
June 10, 1990

Mrs. Ann Jones, Director
Center Street Child Care Center
400 Center Street
Anytown, Texas 78823

Dear Mrs. Jones:

I would like to apply for the job of Child Care Aide advertised in yesterday's edition of the *Hometown Journal*. According to the announcement, the position will be available July 1, 1990.

I am a graduate of Littleton High School where I studied child care for one year. While in school, my cooperative work experience was at the Second Baptist Church Child Care Center.

May I come by for an interview at your convenience? You may call me at 889-2009. I look forward to hearing from you.

Sincerely,

Barbara Smith

Barbara Smith

TA 12

Pocket Résumé for Job Interview

This information is often requested at job interviews. Complete the information before the interview and take it with you as a reference. Cut and fold as indicated to create a pocket-sized card. Add additional sheets if necessary.

Social Security Number ____________________
Driver's License Number ____________________
Name & Number to Contact in Emergency ____________________
____

Cut

EDUCATION

School	School
Address	Address
Course or Subject	Course or Subject
Degree Date	Degree Date

Activities (clubs, offices, sports, etc.)
Honors

Fold

PREVIOUS EMPLOYMENT (summer, part-time)

Employer	Employer
Address	Address
Job Title	Job Title
Dates Salary	Dates Salary

Proof of Military Service or Draft Status
Military Duty Assignment
Hobbies and Special Interests
Special Skills

Fold

REFERENCES (Get permission before using names)

Name	Name
Address	Address
Telephone	Telephone
Name	Name
Address	Address
Telephone	Telephone

Adapted from the Texas Employment Commission.

Pocket Résumé for Job Interview (continued)

Pocket
for
Résumé Job Interviews

PREPARATION
- Learn something about the company.
- Have a specific job or jobs in mind.
- Fill in Pocket Résumé.
- Review, in your mind, your qualifications for the job.
- Be prepared to answer broad questions about yourself.

APPEARANCE
- Be well-groomed.
- Be suitably dressed.
- Apply make-up in a tasteful manner.

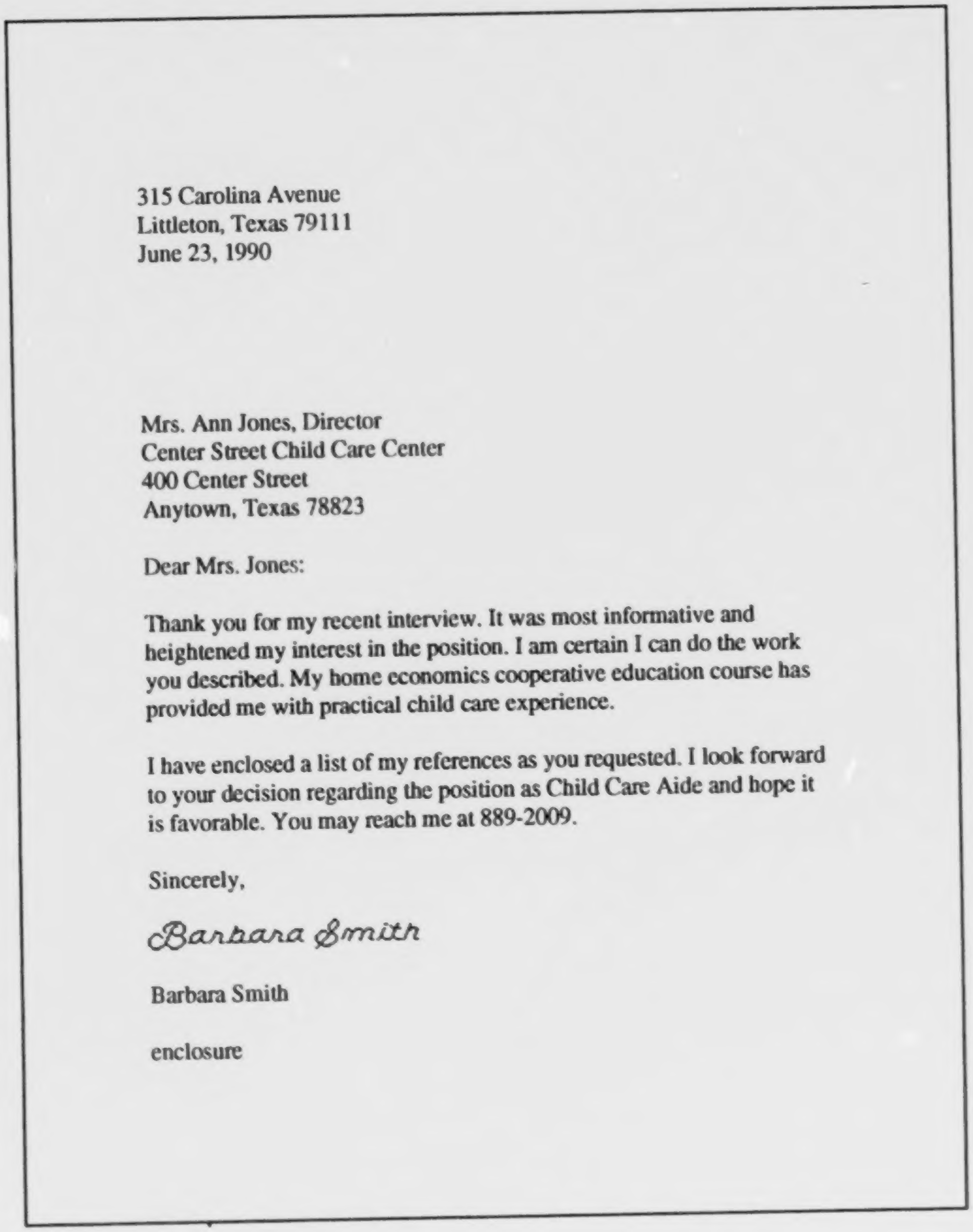
TESTS
- Listen to instructions.
- Read each question thoroughly.
- Write legibly.
- Do not dwell too long on one question.
- If unsure, stay with your first answer.

INTERVIEW
- Be prompt.
- Do not smoke or chew gum.
- Answer questions directly and truthfully.
- Be well-mannered.
- Use proper grammar and good diction.
- Be enthusiastic and cooperative.
- Do not be afraid to ask questions.

Guidelines for a Job Interview

- ☐ Always make an appointment for the interview.
- ☐ If necessary, ask for directions to the location of the interview.
- ☐ Be on time for the interview.
- ☐ Dress appropriately.
- ☐ Do not chew gum or smoke.
- ☐ Do not take friends or relatives with you to the interview.
- ☐ Be prepared to answer questions the employer might ask.
- ☐ Take your Social Security card, health card, résumé, and other information such as a list of references, letters of recommendation, and birth certificate.
- ☐ Prepare questions to ask the interviewer.
- ☐ Introduce yourself to the secretary and state the purpose of your visit. Sit or stand quietly until invited into the interviewer's office.
- ☐ Shake hands with your prospective employer.
- ☐ Do not handle or read papers that may be on the desk.
- ☐ Answer all questions honestly and directly.
- ☐ Look the interviewer in the eyes when speaking to her or him.
- ☐ Let the interviewer lead the conversation.
- ☐ Take a pen and information needed to complete the job application.
- ☐ Thank the prospective employer for the interview.
- ☐ Write a letter to the employer thanking him or her for the interview.

Interview Appreciation Letter



315 Carolina Avenue
Littleton, Texas 79111
June 23, 1990

Mrs. Ann Jones, Director
Center Street Child Care Center
400 Center Street
Anytown, Texas 78823

Dear Mrs. Jones:

Thank you for my recent interview. It was most informative and heightened my interest in the position. I am certain I can do the work you described. My home economics cooperative education course has provided me with practical child care experience.

I have enclosed a list of my references as you requested. I look forward to your decision regarding the position as Child Care Aide and hope it is favorable. You may reach me at 889-2009.

Sincerely,

Barbara Smith

Barbara Smith

enclosure

TA 15

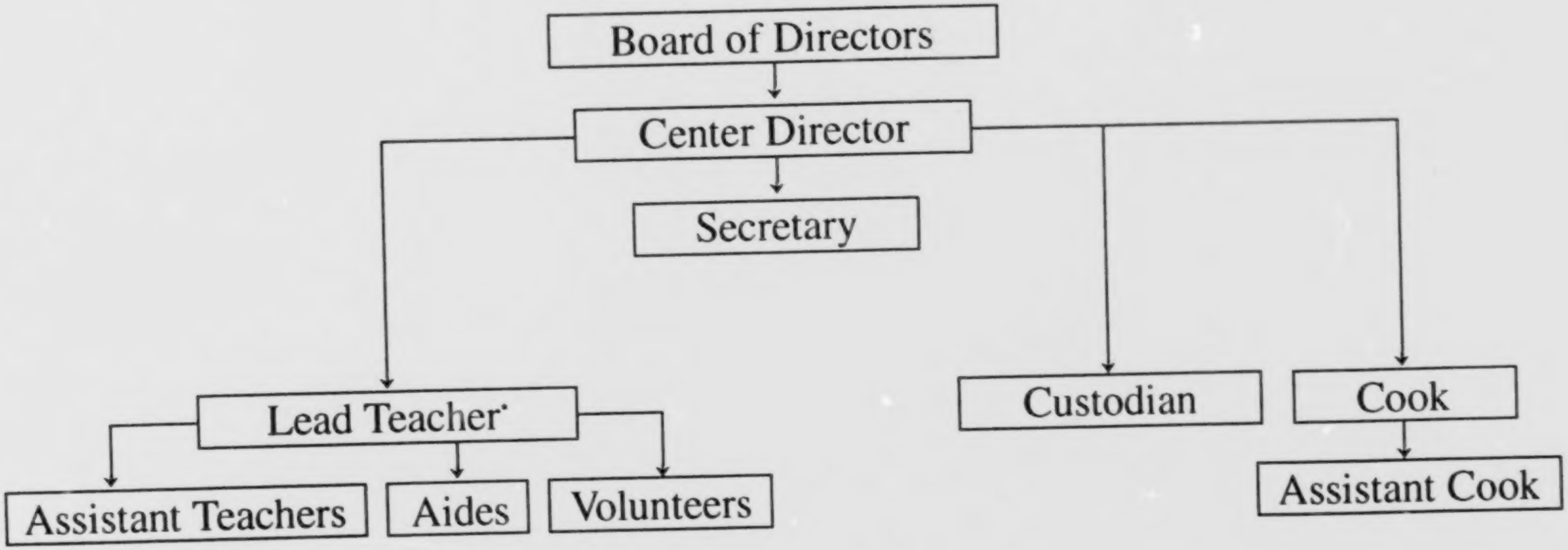
Personal Evaluation of Behaviors Needed for Job Success

Rate your potential for success by placing a ✔ in the column that best describes your behavior in each situation.

Do You...	**Usually**	**Sometimes**	**Rarely**
◆ follow directions?			
◆ refrain from gossip?			
◆ volunteer help when needed?			
◆ refrain from destructive criticism?			
◆ accept criticism without anger?			
◆ participate in group activities?			
◆ do your share of any job or activity?			
◆ listen to others?			
◆ follow the rules of the group?			
◆ enjoy children?			
◆ adapt to changing situations?			
◆ accept those who's views differ from yours?			
◆ have a sense of humor?			
◆ accept people of other ethnic backgrounds?			

Adapted from the U.S. Office of Education.

Child Care Organization Chart



Board of Directors

Center Director

Secretary

Lead Teacher*

Assistant Teachers

Aides

Volunteers

Custodian

Cook

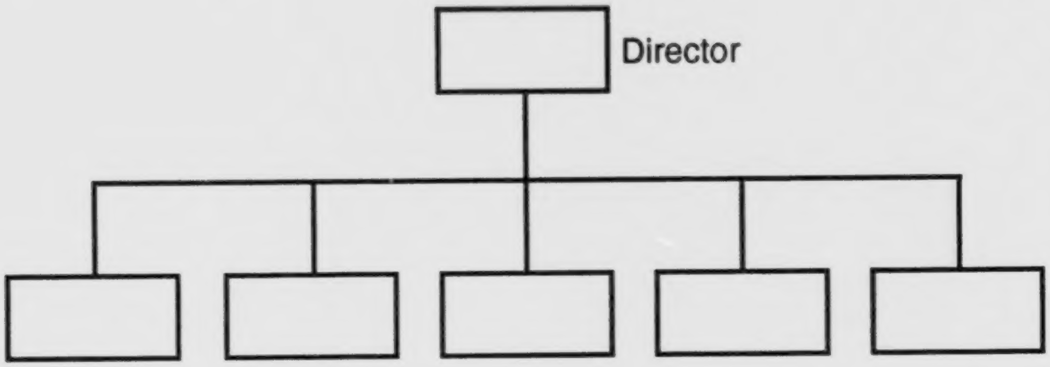
Assistant Cook

*Depending on the size of the child care center, there may be more than one lead teacher.

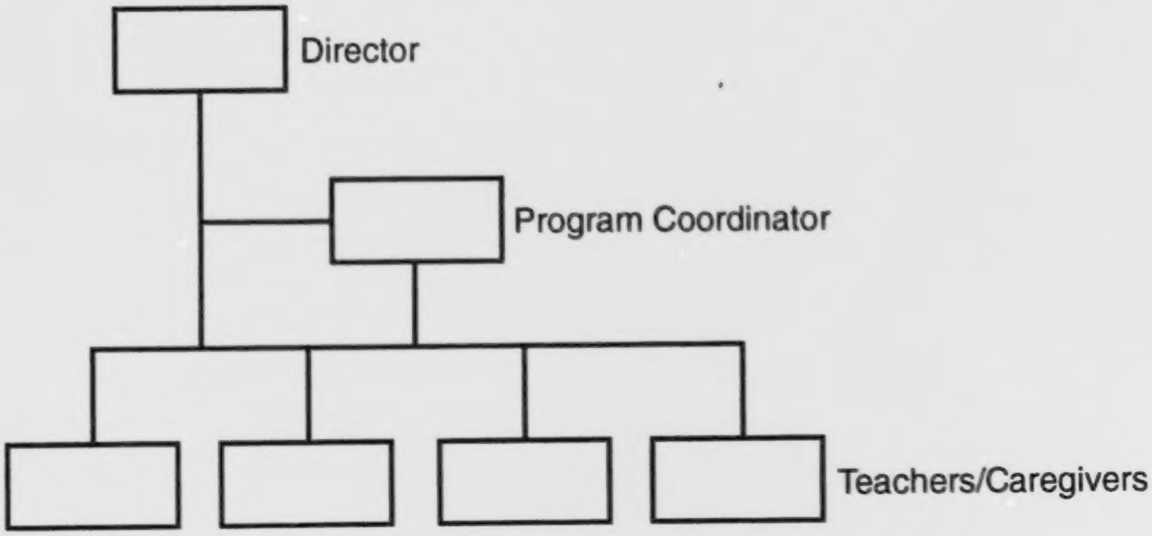
TA 17

Organizational Patterns to Avoid

Too many employees are supervised by one person



Employees answer to two supervisors


Director
Program Coordinator
Teachers/Caregivers

TA 18

Development of Job Descriptions

- Allot time for researching each job description.
- Make sure each job description is easy to read.
- Be thorough but not too detailed.
- Avoid using sex-biased language.
- Involve employees in the development.
- Evaluate job descriptions periodically.
- Revise job descriptions when necessary.
- Be sure each employee has a copy.
- Use job descriptions as a basis for employee evaluation.
- Compare job descriptions to be sure that responsibilities between jobs do not conflict.

TA 19

Decision Making

Examine your priorities.

Analyze your options.

Select a course of action with the best chance of success and with minimum undesirable side effects.

Put your decision into effect.

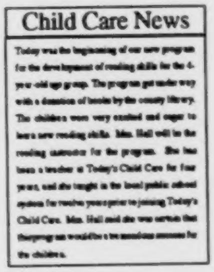
Evaluate your decision.

Communication

One-way

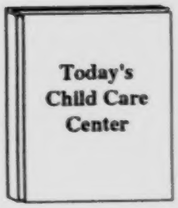
Teacher ⇒ Parent

Newsletters



Child Care News

Center Handouts

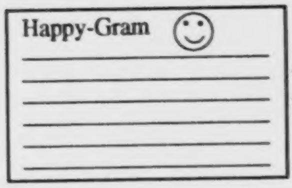


Today's Child Care Center

Notes

Suggestions

Suggestion Box



Happy-Grams

Two-way

Teacher ⇔ Parent

PTA or PTO

PTA Tonight
7:00

Neighborhood Visits

Exchanges

Parent Workshops

Picnics

Breakfasts

Telephone Calls

Projects

Parental Visits to Class

Fairs

Back-to-School Night

Back-to-School Night
8:00 Thursday

Children Learn What They Live

If a child lives with criticism, He learns to condemn.
If a child lives with hostility, He learns to fight.
If a child lives with ridicule, He learns to be shy.
If a child lives with shame, He learns to feel guilty.
If a child lives with tolerance, He learns to be patient.
If a child lives with praise, He learns to appreciate.
If a child lives with fairness, He learns justice.
If a child lives with security, He learns to have faith.
If a child lives with approval, He learns to like himself.
If a child lives with acceptance and friendship,
He learns to find love in the world.

--Dorothy Law Nolte

Accident Report Form

Name of child:______________________________ Date:_______________

Description of accident or injury:______________________________
____
____
____
____

Time of accident:____
Was anyone else involved?_____If so, who?______________________
Medical attention received:____________________________________
____
Was a parent notified?______Which one?____________When?____________
Was follow-up medical attention recommended?______________________
Was an ambulance called?______________________________________
Was a physician notified?______Which one?_________________________

Comments:

____
Signature of caregiver present

____
Signature of center director

Case Study in Liability

A child was injured on a piece of outdoor equipment recently installed at a child care center. The child required a visit to the emergency room and stitches. The doctor told the parents to keep the child home for three days, thus depriving the parents of part of their salaries. Upon investigation of the case, it was learned that the contractors improperly installed the equipment. The improper installation contributed to the injury of the child. At the same time, it was learned that only one caregiver was on the playground at the time of the accident. The child/staff ratio required in the state minimum standards was not being met.

✓ What are the legal relationships involved in this case?

✓ What types of legal responsibilities are involved?

✓ Who could be held liable and why?

✓ What role does insurance play in protecting individuals and businesses from liability?

✓ How could this situation have been avoided?

Types and Signs of Child Abuse

Types of Child Abuse

Educational Neglect
Emotional Abuse
Emotional Neglect
Medical Neglect
Physical Abuse
Physical Neglect
Sexual Abuse

Signs of Child Abuse

Fr**A**ctures
Burns
Inj**U**ries
Brui**S**es
Lac**E**rations

Aba**N**donment
Un**E**qual Treatment
Harsh Lan**G**uage
Withdrawa**L**
Exposure
Lack of **C**oncern
Dir**T**y Clothing

TA 25

Abusive Parents

Parents who abuse their children often...

- were abused as children.
- were emotionally deprived as children.
- expect the children to make them feel loved.
- have unrealistic ideas about what the children are able to do for their developmental levels.
- are inconsistent in their demands or reactions.
- single out one child in the family for abuse.
- expect their children to make them happy.
- are under a great deal of stress.
- have poor self-concepts.
- have a poor support network of family or friends.
- feel persecuted by their children or others.
- have difficulty with other relationships.
- have problems with alcohol or other substances.
- feel financial strains.
- are from upper as well as lower socioeconomic groups.
- are educated as well as uneducated.
- are from all racial and ethnic groups.
- are from all geographic regions of the United States.
- do not mean to hurt their children.
- deny to themselves and others that they are hurting their children.
- can stop the abuse if they seek help for the problem.
- are loved by their children.
- mean it when they promise to stop, but they always seem to lose their tempers again.

Family Influences on Development

Physical Development

- Nutrition
- Health and safety
- Sensory experiences
- Heredity
- Other: ______________________________
  ____

Emotional Development

- Fears
- Self-esteem
- Fantasies
- Pressure to achieve
- Gender identity
- Other: ______________________________
  ____

Social Development

- Prosocial behavior
- Aggression
- Social competence
- Beliefs, attitudes, and values
- Other: ______________________________
  ____

Cognitive Development

- Heredity
- Educational achievement
- Play
- Other: ______________________________
  ____

TA 27

Bonding Techniques

An infant's contact with the external environment is through the body. If an infant's physical needs are met, such as being touched, talked to, played with, and given affection, he or she will believe that the world and its people are safe and dependable. Bonding techniques can be learned by developing an awareness of the techniques' importance and by practice.

Smile often at the baby.

Respond to the baby's facial expressions and attempts at language.

Touch, hold, and rock the baby often.

Hold the baby during feeding.

Answer the baby's cry quickly; respond to his or her needs.

Talk to the baby in soothing, pleasant tones.

Use music to relax the baby.

Include the baby in everyday family activities.

Allow for a flexible routine so that the baby will develop a feeling of security.

Make routine experiences, such as diapering, bathing, and feeding, pleasant experiences for the baby.

Use positive language.

Remember that answering an infant's cry promptly will not spoil the infant but will help him or her develop a feeling of security.

All I Ever Really Needed to Know I Learned in Kindergarten

By Robert Fulghum

Most of what I really need to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain but there in the sandbox at nursery school.

These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup — they all die. So do we.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: LOOK. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all — the whole world — had cookies and milk about three o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and other nations to always put things back where we found them and cleaned up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

TA 29

Show Love and Affection by Positive Responses

✓ explaining

✓ touching

✓ hugging

✓ listening

✓ being honest

✓ being open

✓ being together

✓ trusting

✓ setting limits

✓ respecting

✓ fostering independence

✓ not judging

✓ encouraging

✓ returning feelings

✓ supporting

✓ empathizing

✓ teaching

✓ working together

Ways to Involve Parents

Parent education programs that help parents learn how to educate and care for their children

- Seminars
- Workshops
- Guest speakers
- Films
- Demonstrations
- Study groups

Lending libraries

- Toys
- Books on child care and guidance

Social functions

- Weekly parent/child lunches
- After-hours family gatherings
- Parent receptions
- Children's programs on holidays

Exchange networks for parents to have opportunities to help each other

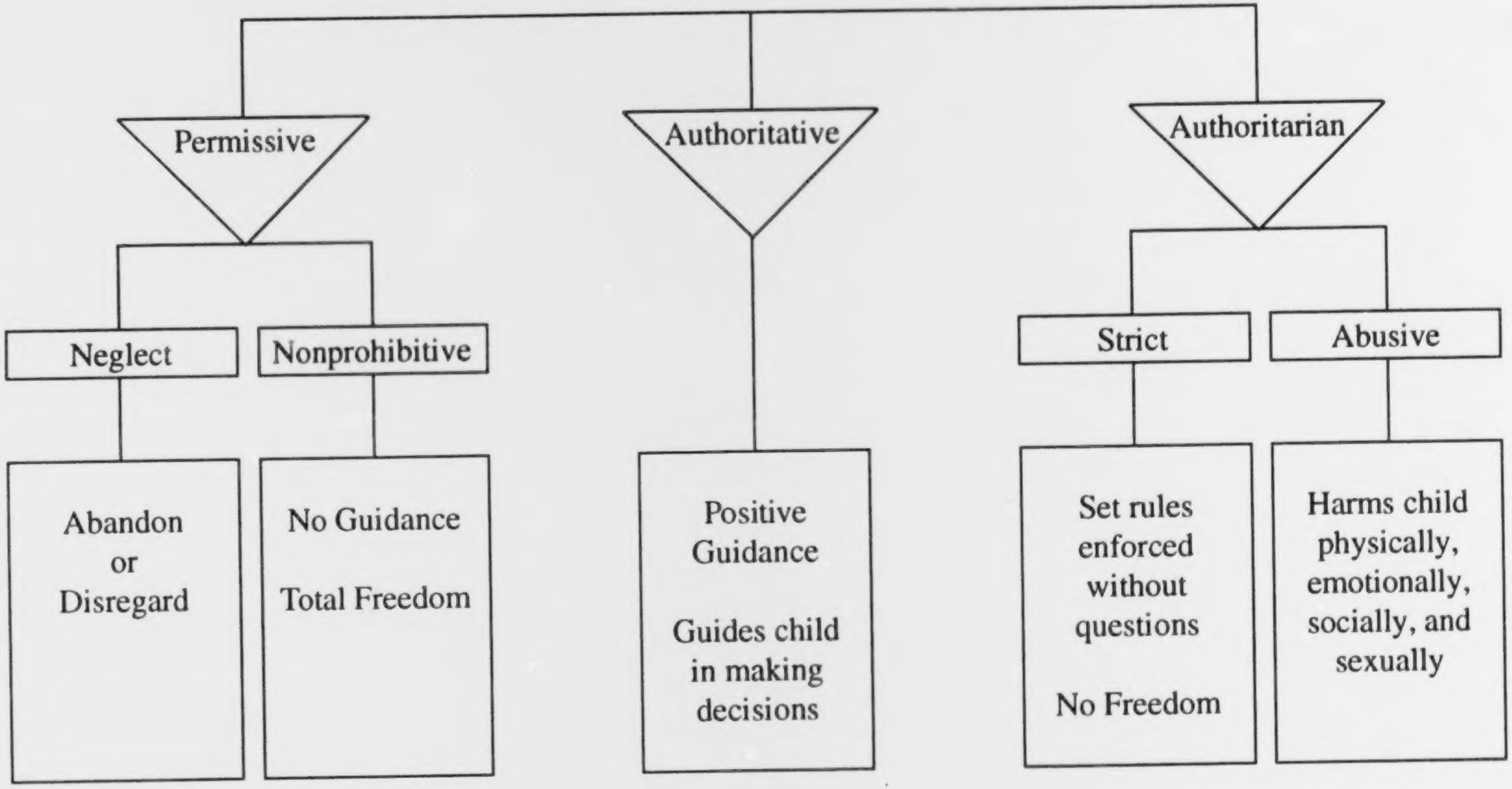
- Barter networks to exchange goods and services
- Children's used clothing exchange
- Car pools
- After-hours child care

Volunteers

- Assist caregivers in classroom
- Assist with field trips
- Share special talents with children
- Collect throw-away items
- Remodel playground
- Build furniture for classrooms
- Assist with screening program

TA 31

Discipline Styles



- Permissive
  - Neglect
    - Abandon or Disregard
  - Nonprohibitive
    - No Guidance
    - Total Freedom
- Authoritative
  - Positive Guidance
  - Guides child in making decisions
- Authoritarian
  - Strict
    - Set rules enforced without questions
    - No Freedom
  - Abusive
    - Harms child physically, emotionally, socially, and sexually

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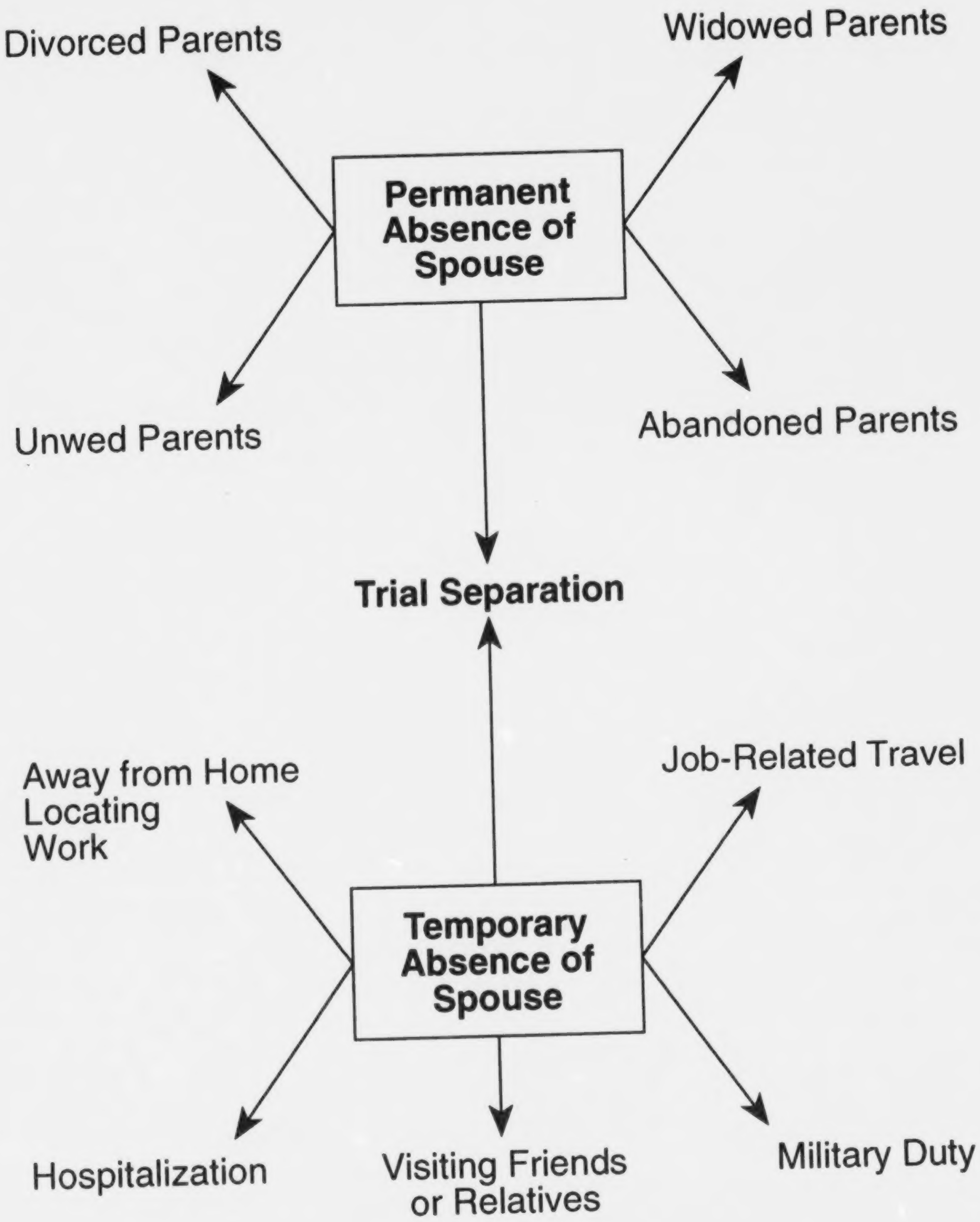
Single Parents



Permanent Absence of Spouse

- Divorced Parents
- Widowed Parents
- Unwed Parents
- Abandoned Parents

Trial Separation

Temporary Absence of Spouse

- Away from Home Locating Work
- Job-Related Travel
- Hospitalization
- Visiting Friends or Relatives
- Military Duty

Concerns of the Single Parent

Need to help children adjust

Desire to compensate for missing parent

Financial problems

Adjustment to a new style of living

Mourning, feelings of loss

Feelings of guilt

Feelings of failure

Loneliness

Need for companionship

Need for self-acceptance

Need for self-reliance

Lack of time for self

Influences on Child Development

1. Is peer pressure evident with preschoolers?
2. How important do you think it is for your child to have playmates? Why?
3. Do you restrict the television programs your child watches?
4. What television programs do you think are good? Why?
5. Is your child influenced by commercials? If so, how?
6. Do you think the sex of your child makes a difference in your expectations?
7. How do you help your child learn to make judgments about what is right or wrong?
8. What discipline methods and rewards do you use to help your child with moral development?
9. What holiday traditions do you observe?
10. Do you think your neighborhood will affect your child? If so, how?
11. How can a child care center reinforce the cultural or ethnic values of your own home?
12. What can be done to help a child grow up without prejudices?
13. Does religion have an impact on your family? If so, how?
14. If religion has an impact on your family, what is one religious belief you want to pass on to your child?
15. Do you consciously decide whether to spend income for classes, entertainment, or toys and play equipment for your child?
16. How long have you lived here?
17. How do you think a move might affect your child's development?

Ways to Communicate with Parents

- ▲ Exchange information at arrival and departure.
- ▲ Conduct regular parent/caregiver conferences.
- ▲ Conduct regular parent meetings.
- ▲ Visit the child and family at their home.
- ▲ Encourage parents to visit their children or observe at any time with or without notifying the caregiver.
- ▲ Call parents and share information by phone.
- ▲ Send newsletters home.
- ▲ Post important notices on the entry door in large print.
- ▲ Have a bulletin board near the main entrance with a coffee area nearby.
- ▲ Keep a notebook on each child for parents and caregivers to record events in the child's life.
- ▲ Place a note pad and pen near the sign-in sheet for exchanging written messages.
- ▲ Post the weekly lesson plans and schedule.
- ▲ Send home "happy notes" with highlights of the child's day.
- ▲ Give parents copies of developmental checklists, individualized lesson plans, and other materials that pertain to their child.
- ▲ Have a suggestion box for parents to give feedback to the caregivers.
- ▲ Develop a calendar of events.

Calculating Space Requirements

	Number of Children	Space Required
Indoor Learning Area		
Minimum: 35 square feet per child	40	______
	75	______
Desirable: 50 square feet per child	40	______
	75	______
Outdoor Learning Area		
Minimum: 75 square feet per child	40	______
	75	______
Desirable: 125 square feet per child	40	______
	75	______
Total Building Size		
Minimum: 72 square feet per child	40	______
	75	______
Desirable: 100 square feet per child	40	______
	75	______
Site (Lot) Size		
Minimum: 200 square feet per child	40	______
	75	______
Desirable: 350 square feet per child	40	______
	75	______

If a lot for a child care facility was 150' x 120', at the minimum rate________children could be accommodated in the child care program.

If a child care program was located in an existing building, how many preschoolers could be grouped in the following rooms given a 35 square feet per child minimum? (Round answers to the nearest number.)

Room #1 with dimensions of 28' x 32' can contain a group of ________children.
Room #2 with dimensions of 24' x 26' can contain a group of ________children.

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Calculating Space Requirements

Answer Key

	Number of Children	Space Required
Indoor Learning Area		
Minimum: 35 square feet per child	40	1400
	75	2625
Desirable: 50 square feet per child	40	2000
	75	3750
Outdoor Learning Area		
Minimum: 75 square feet per child	40	3000
	75	5625
Desirable: 125 square feet per child	40	5000
	75	9375
Total Building Size		
Minimum: 72 square feet per child	40	2880
	75	5400
Desirable: 100 square feet per child	40	4000
	75	7500
Site (Lot) Size		
Minimum: 200 square feet per child	40	8000
	75	15,000
Desirable: 350 square feet per child	40	14,000
	75	26,250

If a lot for a child care facility was 150' x 120', at the minimum rate 90 children could be accommodated in the child care program.

If a child care program was located in an existing building, how many preschoolers could be grouped in the following rooms given a 35 square feet per child minimum? (Round answers to the nearest number.)
Room #1 with dimensions of 28' x 32' can contain a group of 26 children.
Room #2 with dimensions of 24' x 26' can contain a group of 18 children.

Physical Plant Observation

CONDITION	YES	NO	CHANGES
✓ Site is safe for use by children.			
✓ Site is convenient to families who use the center, especially for arrivals and departures.			
✓ Surroundings are safe, attractive, and clean.			
✓ Play yard is accessible from classroom.			
✓ Room allows necessary movement by children.			
✓ Room allows necessary supervision.			
✓ Doorways and bathrooms are accessible by those with disabilities.			
✓ Storage for each child's clothing and supplies is adequate and accessible by children.			
✓ Building is clean, and equipment is well-maintained.			
✓ Colors are attractive and appropriate.			
✓ Furnishings are arranged to reduce noise.			
✓ Adequate light is available.			
✓ Space is provided for sick or injured children to be isolated and cared for.			

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Light Sources

◊ Plan for a variety of light sources to define mood and space.

◊ Make use of some natural sunlight.

◊ Balance the lighting around the room to avoid areas that are too bright or too dark.

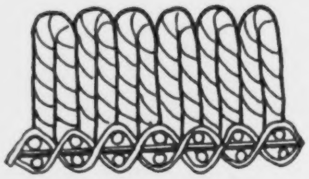
◊ Cover overhead lights with screens or filters. Children's viewing angles when looking up at adults often cause them to look directly into light sources.

◊ Secure cords and electrical outlets properly to ensure safety.

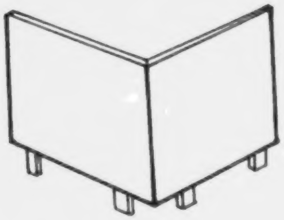
◊ Situate light sources so shadows do not form on surfaces where children play or do close work.

◊ Place floor-to-ceiling lighting poles in places where they will not be bumped into easily. Place in corners or block in with bookcases.

Methods for Noise Control



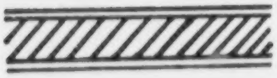
Carpeted Floors



Sound Absorbing
Partitions

Trees, Shrubs,
and Berms

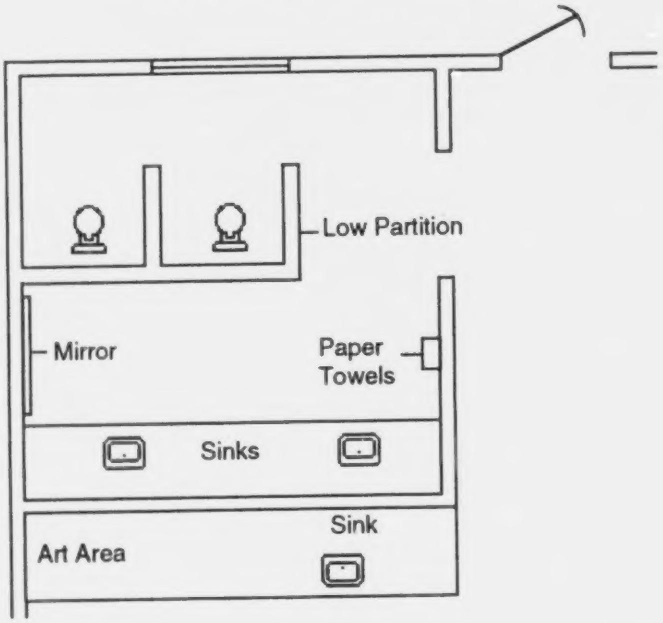
Padded or Fabric
Covered Work Surfaces



Airtight Walls

Designing Toileting Areas

A Well-Designed Toileting Area



- Design the toileting area to measure about five square feet per child for the number of children the restroom is designed for.
- Use child-sized fixtures to encourage independent use. Toilets should be 10"-13" high, and sinks should be 1 1/2'-2' high.
- Make the area easily accessible to both indoor and outdoor play areas.
- Design the area for use by both boys and girls in preschool years.
- Include a urinal for boys to keep facilities more sanitary.
- Check licensing standards for the ratio of toilets and sinks to children. Most licensing standards recommend that one sink and toilet be provided for every ten children.
- Keep partitions low to give some privacy yet prevent isolation.
- Separate the sink area from the toilet area within the restroom.
- Provide natural light or other features to produce a pleasant environment.
- Ventilate the area well and check local sanitation codes.
- Use nonslip, nonabsorbent floor materials with a floor drain.
- Include a bathtub in one of the center's restrooms, if possible.
- Avoid porous floors, such as concrete, which hold moisture and odors.
- Avoid placing the restroom near quiet activity areas. Traffic to and from the restroom may be distracting.

Use of Outdoor Space

Case A

This child care center is housed in a two-story home that has been converted to accommodate the center. The outdoor play space is located on three sides of the home. A three foot picket fence with no exits surrounds the grassy outdoor area. Large trees provide shade. A paved alley is located outside the fence. What features of the outdoor space are appropriate for children? How can the outdoor space be changed to better accommodate children? How can the three parts of the outdoor space be used most efficiently?

Case B

This child care center is housed in a building specifically designed for the purpose. There are four large rooms used for four groups of children. The center has four play yards used by each class. However, the outdoor play yards are extremely small and do not allow for any gross motor play. As a child care worker, how would you solve this problem? What are some alternatives to having a large amount of space when planning physical activities? What other alternatives are there to using the play yards for outdoor play and activities?

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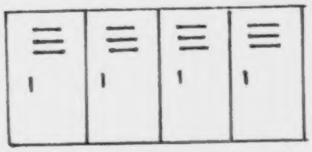
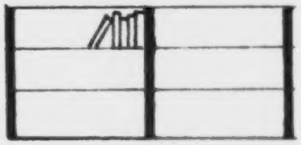
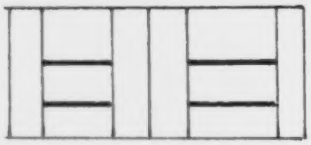
Furnishings Templates


Lockers


Book Shelves


Block Shelves

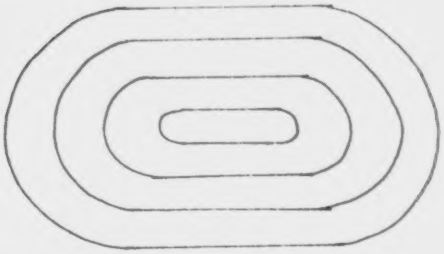
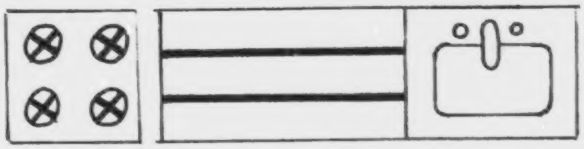
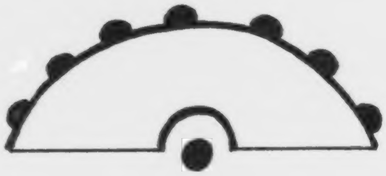
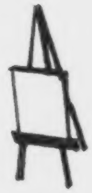
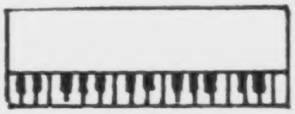

Rug for Reading Area

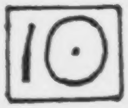
Table and Chairs

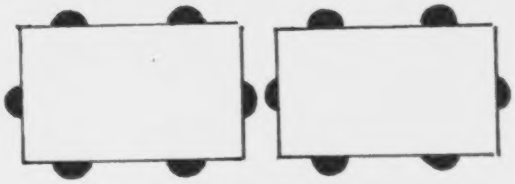

Stove Shelves Sink

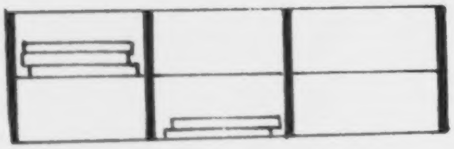

Art Table

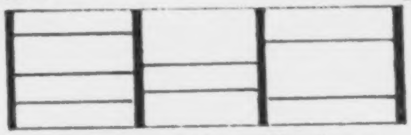

Art Easle


Piano


Record Player Stand


Eating Tables


Storage for Rest Mats


Manipulative Shelves

Age-Appropriate Toys and Play Equipment

Birth - One Year

- rattles
- mobiles
- placental sound toys
- hanging rattles
- crib jinglers
- musical toys
- beads on a string

Birth - Two Years

- small plastic toys
- musical pull toys
- bead strings
- cups
- spools
- blocks
- balls
- wheeled toys
- pails
- touch and feel books
- washable squeak toys
- mobiles

One Year - Five Years

- stacking or nesting boxes
- push toys
- touch and feel books
- stuffed animals
- squeaking toys
- large crayons, markers, chalk
- wagons, cars
- blocks
- balls
- wheeled toys
- dolls
- cars and trucks
- modeling clay

Three Years - Six Years

- dolls
- trains, cars, trucks
- modeling clay
- feely boxes
- construction block sets
- paints
- ladders, boxes
- chalk and chalkboard
- boxes and crates

Six Years - Nine Years

- dollhouses
- paper dolls
- race cars
- carpentry sets
- science experiments
- board games
- small dolls and wardrobes
- video games
- sports
- computer games

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Health Habits Case Study

Sue brought her preschool group in from the playground. The pollen from flowers in the yard had caused her to sneeze, and she had to turn her head and use tissue before she could assist the children with the process of toileting and handwashing. She deposited the tissue in a waste basket and washed her hands before going on with her work. After assisting children, she made sure that the children realized that she had washed her hands, too.

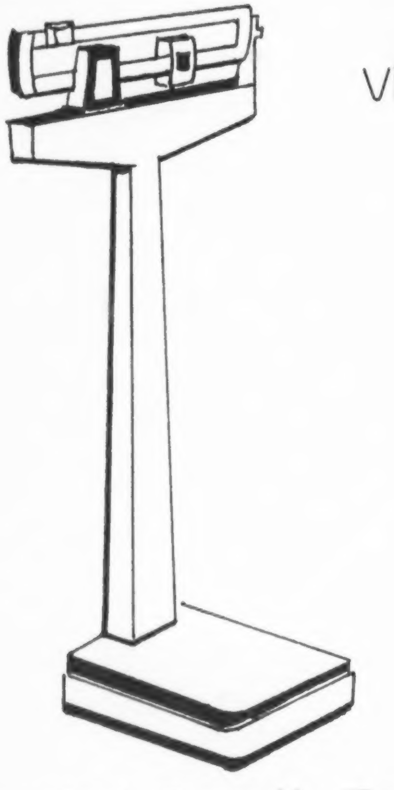
As they went to the story area, a five-year-old was showing the place where the doctor gave him "some medicine" (vaccination). Sue showed him her vaccination and used this opportunity to talk about the importance of immunization. At lunch Sue dropped her spoon on the floor and used the occasion to emphasize that food or tableware which had been placed on the floor should not be used again until after it is washed. She also used the meal time to discuss why they all needed to eat the lunch and the importance of vegetables.

Adapted from the U.S. Office of Education.

Screening Tests

Hearing Tests

Vision Tests



Physical Growth Tests

Checklist of Sanitary Food Preparation Methods

Rate the performance of each behavior listed by placing a 2, 1, or 0 in the column to the right.
Scale: 2 = done consistently 1 = done sometimes 0 = not done

1. Checks foods for signs of spoilage before buying at the store or on delivery from the wholesaler ______
2. Stores all foods properly and promptly ______
3. Is personally well-groomed ______
4. Wears a clean apron each day ______
5. Keeps hair covered ______
6. Washes hands before handling foods, using soap and water, a brisk scrubbing motion when washing, and a fresh paper towel for drying ______
7. Wears sterile plastic or rubber gloves when there is a cut on the hand ______
8. Coughs or sneezes away from food, covering mouth and nose and washing hands afterwards ______
9. Washes hands after using toilet, sneezing, coughing, or smoking ______
10. Avoids touching face, mouth, nose, or hair while preparing food ______
11. Avoids licking fingers while preparing food ______
12. Uses a separate spoon for tasting and washes that spoon before using again ______
13. Avoids preparing food when ill ______
14. Uses clean utensils to prepare and serve food ______
15. Picks up glasses at the base without touching the rim ______
16. Picks up silverware and utensils by handles ______
17. Keeps work surfaces clean ______
18. Avoids smoking while preparing food ______

Total ______

Total Rating: 34 - 36 a safe food service worker
28 - 33 a potentially dangerous food service worker
0 - 27 a dangerous food service worker

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Nutritional Needs of Children

Food Group	Servings Per Day	Average Size of Servings 1 to 3 years	 4 to 5 years
Vegetables	3 - 5 servings	2-3 tbsp.	4 tbsp.
Fruits	2 - 4 servings	1/3 - 1/2 cup	1/2 cup
Breads, Cereals, Rice, and Pasta (Whole grain or enriched)	6 - 11 servings		
Bread, Bun, Pizza		1/2 - 1 slice	1 slice
Ready-to-eat cereal		1/2 - 3/4 oz.	1 oz.
Cooked grains		1/4 - 1/3 cup	1/2 cup
Milk, Yogurt, and Cheese (1 1/2 oz cheese= 1 cup milk) Low-fat is preferred	3 servings	1/2 cup	3/4 cup
Meat, Poultry, Fish Dry Beans, and Peas, Eggs, Nuts, and Seeds	2 - 3 servings		
Eggs		1	1
Lean meat, poultry, fish, dry beans, and peas		2 tbsp.	4 tbsp.
Peanut butter		1 tbsp.	2 tbsp.

Social Service Resources

Private Organizations

American Academy of Pediatrics
American Diabetes Association
American Kidney Foundation
American Lung Association
American Red Cross
Association of Junior Leagues
Church Women United
Coordinated Child Care Council (4-C's)
Easter Seal Society
Family Service Association of America
LaLeche League of Texas
Leukemia Society of America
Muscular Dystrophy Association, Inc.
Planned Parenthood — World Population
Salvation Army
Sickle Cell Anemia Association of Texas
State Bar Association
Texas Association for Children with Learning Disabilities
Texas Association for the Deaf
Texas Association for the Education of the Gifted
Texas Association for Mental Health
Texas Association for Retarded Citizens
Texas Congress of Parents and Teachers
Texas Council of Churches
Texas Home Economics Association
Texas Medical Association
Texas Migrant Council, Inc.
Texas Nurses Association
Texas Pediatric Society
Texas Psychological Association
Texas Public Health Association
Texas Society for the Prevention of Blindness
Texas Speech and Hearing Association
United Cerebral Palsy of Texas, Inc.
United Way Organizations and Texas United Community Services
Young Women's/Men's Christian Association in Texas

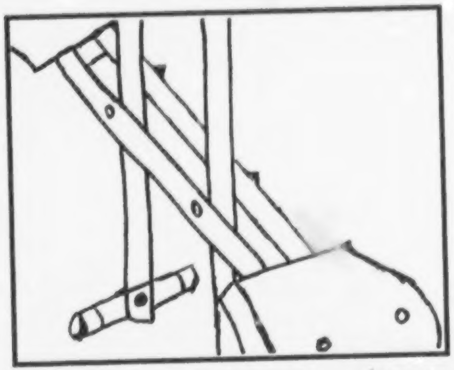
Governmental Organizations

Texas Commission for the Blind
Texas Commission for the Deaf
Texas Department of Community Affairs
Texas Department of Health Resources
Texas Department of Human Resources
Texas Department of Mental Health and Mental Retardation
Texas Employment Commission
Texas Rehabilitation Commission
U.S. Consumer and Marketing Service
U.S. Food and Nutrition Service

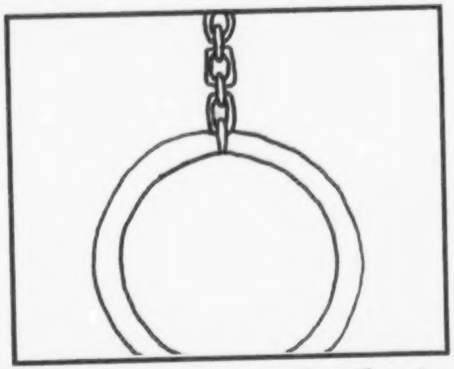
Child and Family Services Located in Most Communities

Adult education classes
Adult health clinics
Child and family guidance services
Children's health clinics
Consumer services (Better Business Bureau, etc.)
Counseling for marital or family problems
Day care or recreational programs for school-age children
Emergency assistance (food, clothing, and shelter)
Employment services
Family planning clinic
Homemaker services
Housing assistance
Mental health clinic
Parent involvement and education (parent club, parent advisory group, etc.)
Well-baby clinic
Services for alcoholism or drug dependence
Transportation services
Vocational training

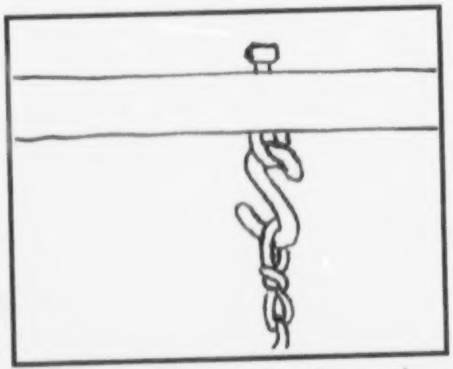
Playground Equipment Hazards



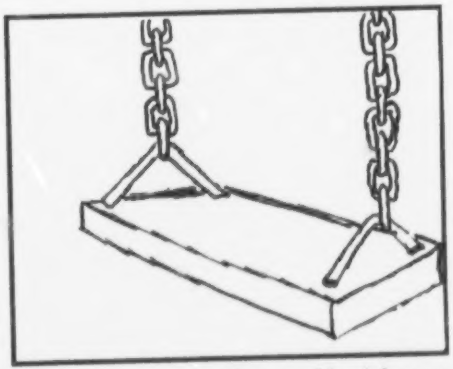
Moving Parts – Moving parts, such as on gliders and seesaws, can pinch or crush fingers.



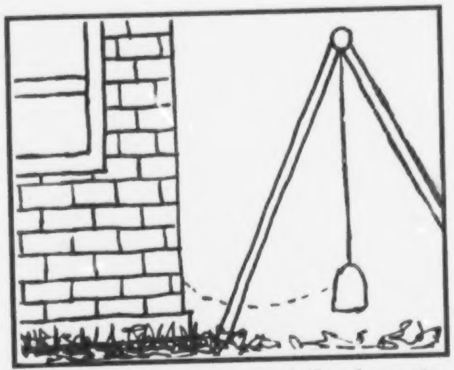
Rings – Swinging rings with a diameter between 5" and 10" can entrap a child's head. Remove rings and discard.



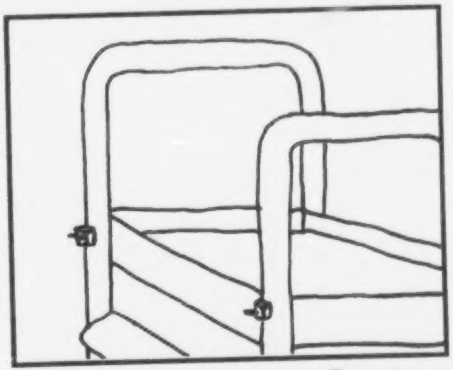
"S" Hooks – Open-ended hooks on swings can catch skin or clothing. Avoid using such hooks or pinch in the ends tightly with pliers.



Hard, Heavy Swing Seats – Hard, heavy swing seats can strike a dangerous blow. Use lightweight seats. Metal seats should have smooth, rolled edges.

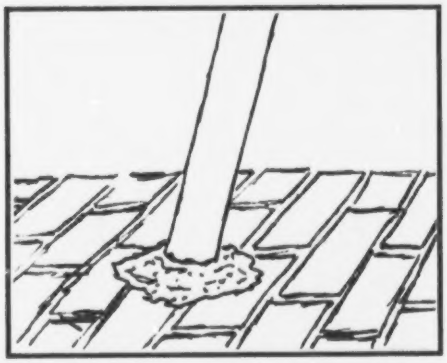


Inadequate Spacing – Install swing sets at least 6' away from fences, walls, walkways, and other play areas such as sandboxes.

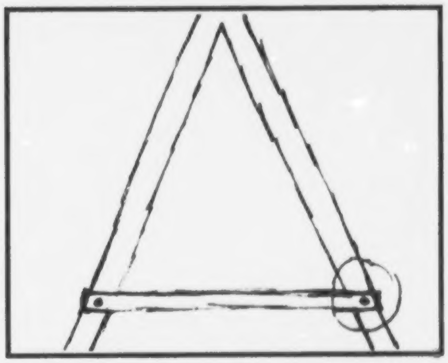


Exposed Screws and Bolts – Tape over all exposed screws and bolts that are not covered with protective caps.

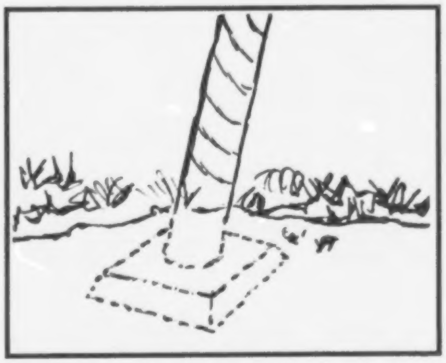
Playground Equipment Hazards



Hard Surfaces – Install equipment over soft surfaces such as grass or sand. Avoid hard surfaces such as concrete, bricks, or blacktop.



Sharp Edges – Cover sharp edges where parts fit together with heavy tape. Inspect regularly for weather damage.



Improper Anchoring – Place all anchoring devices below ground level to prevent tripping. Set legs in concrete for stability.

Emergency Care Role Plays

Incident	Procedure Used in Role Playing	Correct Procedure
1. A child is bleeding severely on the lower left arm.		
2. A child stops breathing.		
3. A child drank the fertilizer and water mixture for the flower bed.		
4. The child apparently is in shock (has bluish skin).		
5. A child puts a metal object into an electrical outlet and cannot let go.		
6. A child is burned when boiling water splashes onto her. She screams and runs.		
7. A chemical splashes into a child's eye. The child is crying and trying to rub his eye.		
8. A child falls from the top of the slide and is lying on the ground.		

Illness Report Form

Name of Child: ______________________ Date: __________

Caregiver Completing Form: ______________________

1. Describe the signs of illness. Include times of observations.

____

____

____

____

2. Was the child removed from the group? ______________________

If so, when? ______________________

____

3. List actions taken in response to the illness. Include times.

____

____

____

____

4. Was a parent contacted? ______________________

If so, who and when? ______________________

What time did the parent arrive? ______________________

5. Follow up: Did the child see a physician? ______________________

Was a contagious disease diagnosed? ______________________

Were medications prescribed? ______________________

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Free-Play Observation Form

Place a ✓ in the space to the left of each criteria for good free-play activities that are met by the day care center. Comments may be made in the space following each criteria.

____1. Games and other play materials were suitable for children's age groups.

____2. Materials were prepared before children arrived.

____3. Materials were safe for children to use on their own.

____4. Materials encouraged sharing.

____5. All of the children were attracted to some of the materials.

____6. Materials were provided for children with special needs.

____7. There were enough activities provided for children so that they did not become bored.

Other Comments or Observations:

Health Awareness Lab Experiences

Learning Objective: Provide age-appropriate experiences focusing on simple health concepts for toddlers.

Select one of the following health awareness lab experiences.

Arrange with a child caregiver to conduct the experience. Check with the caregiver of the group of children to identify children to involve in the activity.

Prepare the materials needed or make necessary arrangements.

Carry out the experience as planned.

Note the results of the experience by answering the following questions:
In what ways did the activity seem appropriate for the age(s) of the child(ren) involved?
How did the child(ren) respond?
What might be done differently next time?

Topic: Happy Noses
Approximate Age(s): toddlers 18-36 months
Purpose[s]: To show toddlers how to blow their noses
Child[ren] who might be involved: ____________________
Materials Needed: tissues, and feathers
Introduction: Ask the children how they can make a feather move.

Caregiver's Role:
Show the children how to make a feather move by blowing on it softly through your mouth. Invite the children to do the same. Ask them to feel the air coming out of their mouths. Then show the children how to make the feather move by blowing gently through your nose. Have them feel the air as you blow. Ask the children if they can keep their mouths closed and blow through their noses to move feathers.

Anticipated Infant's or Toddler's Role:
The children will imitate the caregiver's actions. They will first move the feather by blowing through their mouths. This will be an enjoyable activity for most toddlers. Blowing through the nose is more difficult as many toddlers confuse blowing with sniffing. If the children are successful, explain this is how they can blow their noses. Let them practice using a tissue. Stress blowing gently into the tissue and wiping the nose.

Topic: Bathing the Babies
Approximate age(s): toddlers 18-36 months
Purpose(s): To provide toddlers an experience using personal health care items in a play situation
Child(ren) who might be involved: ______________________________
Materials Needed: dolls, small plastic tubs, soap, warm water, towels, washcloths, and aprons
Introduction: Have the housekeeping area set up with materials for bathing the dolls.

Caregiver's Role:
Have the children who are interested put on aprons. Ask them what they see in the housekeeping area. Help them identify the items, and explain that the children are going to bathe the dolls. Have the children undress the dolls and bathe them. Encourage them to use the soap and to rinse the dolls well. Help the children dry and dress the dolls when the bath is over. Ask about why we take baths. Listen to the children's discussion. Talk about bathing to stay clean.

Anticipated Infant's or Toddler's Role:
Water play is enjoyable and relaxing to many children. Some will talk about their own bathtimes while bathing the dolls. Hearing the names of the bath items being used during play is helpful for toddlers who are beginning to label objects.

Topic: Dressing for the Weather
Approximate Age(s): over 30 months
Purpose(s): To practice choosing appropriate clothing for the weather
Child(ren) who might be involved: ______________________________
Materials Needed: tag board, scissors, construction paper, and felt markers
Introduction: Talk with the children about the kinds of clothes they wear in different kinds of weather.

Caregiver's Role:
Make one or two large paper dolls from tag board. From construction paper, cut out basic clothing worn in different kinds of weather. Mark on buttons, zippers, and other features with markers. Do not cut clothing with fold-over shoulder tabs. This activity should be done with the dolls placed on a flat surface. Place a coat on a doll and ask why people wear coats. Talk about clothes for hot weather, cold weather, and rainy weather as the children choose clothes for the dolls. Then ask children to dress the dolls in clothing for specific kinds of weather you name.

Anticipated Infant's or Toddler's Role:
Children may choose clothing for the dolls because they like the color or for reasons unrelated to weather. They should be allowed to experiment with the clothing in this way. Your comments about the weather can be casual and related to the children's choices. Gradually, the children may be able to respond to specific requests to find suitable clothing for certain kinds of weather.

Mealtime Problems and Solutions

Problem: At the lunch table, four-year-old Margaret wants to pour milk out of the big pitcher for all the children. She begins doing this even before her caregiver notices. She spills milk all over the table the first time she pours. She spills less on the second try. This is when her caregiver notices. How should the caregiver respond?

Solution 1: The caregiver says, "Margaret! What are you doing?" The caregiver takes away the pitcher.

Evaluation: While this action may stop Margaret momentarily, it may startle her and cause a bigger mess. The caregiver already knows what Margaret is doing and probably does not expect an answer to the question. Choose another solution.

Solution 2: The caregiver says, "Hey! I didn't tell you that you could do that! Ask me first."

Evaluation: The child's attention is focused away from the present behavior toward the fact that she acted without permission. This response is the adult's way of reminding the child of who is boss. Choose another solution.

Solution 3: The caregiver says nothing, then takes the pitcher away from the child and finishes pouring.

Evaluation: Even without saying so, the caregiver is telling Margaret that she is incompetent. Choose another solution.

Solution 4: The caregiver says, "I see that you want to pour the milk today, Margaret. Let's get a smaller pitcher for you. We can use a small pitcher every day."

Evaluation: The caregiver acknowledged Margaret's desire to pour. At the same time, the caregiver realizes that to be successful, Margaret will need a smaller pitcher. This is a good response.

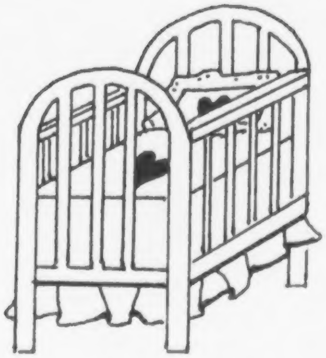
Solution 5: The caregiver responds, "Look at this mess! Margaret, what's wrong with you today? You're too small to pour."

Evaluation: The caregiver's response is definitely negative and belittling to Margret. Choose another solution.

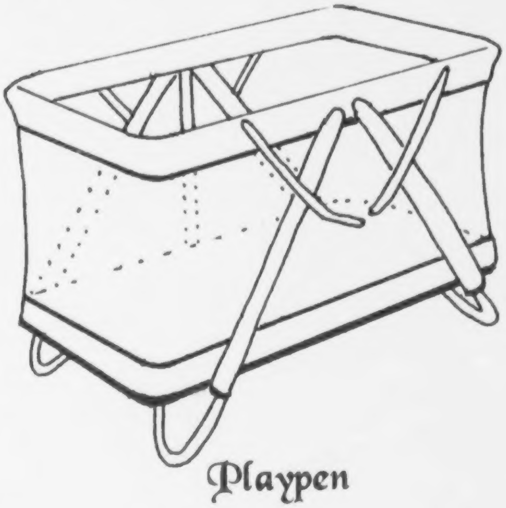
Solution 6: The caregiver notices but says nothing and lets Margaret continue pouring. When she is done, the caregiver says, "Margaret, you poured the milk today. You can clean up the spills with some paper towels."

Evaluation: The caregiver noticed that Margaret spilled less the second time since the pitcher was becoming easier to manage. By letting her continue to pour and take responsibility for cleaning up the mess, the caregiver communicated respect for Margaret's attempt at independence. This is a good response. In the future, the caregiver can plan to use a small pitcher.

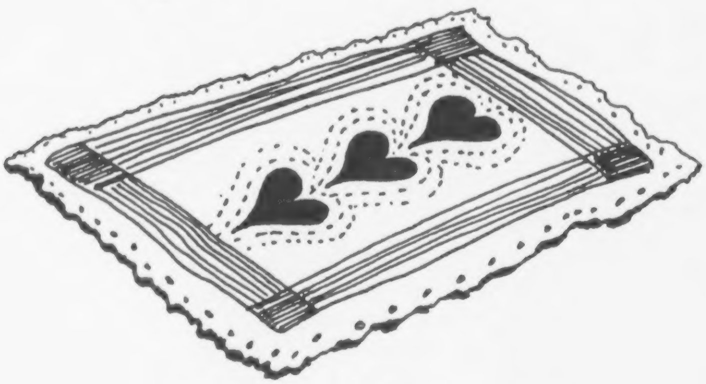
Sleeping Equipment



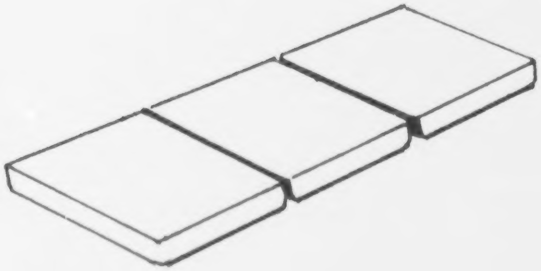
Crib



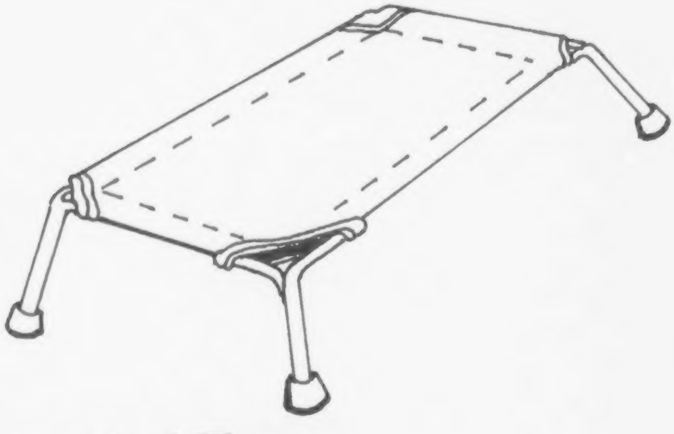
Playpen



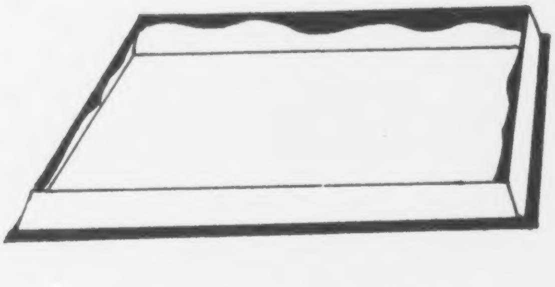
Blanket on FLoor



Vinyl Rest Mat



Metal Frame,
Cloth-Covered Cot



Plastic Cradle Cot

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Children's Housekeeping Skills Checklist

Place a ✓ in the space to the left of each skill when you observe the skill being performed. Write a short description of each skill observation in the space following each skill.

____ 1. Children were able to set out art materials or other activities as needed.

Description:

____ 2. Children were encouraged to and were able to put away materials after playing.

Description:

____ 3. Children were encouraged to and were able to clean tables with sponges as needed.

Description:

____ 4. Children were assisted in repair of toys or books as needed.

Description:

____ 5. Children played carefully with materials.

Description:

____ 6. Children sponged off tables before snack or lunch.

Description:

____ 7. Children helped set out snack or lunch dishes before eating.

Description:

____ 8. Children assisted in clean-up after snack or lunch.

Description:

Planning Transitions

Transitions are short songs, fingerplays, or games used to move children from one activity to the next. Listed below are some hints to help make transition time easier.

1. Give an advanced signal that it is time to change activities. Ringing a bell can suggest it is five minutes to clean-up time. Saying, "It is five minutes until clean-up time" as you walk around the room will also help.

2. Be clear that each child will be expected to clean-up and go through the transition. There is no choice to be given in this case. Say, "Everyone must pick up so that we can all go outside." Or say, "Everyone must pick up so that we can go to art. Today in art we will make dinosaur prints!"

3. Singing a song, such as "This Is the Way We Clean Our Room" ("Mulberry Bush" tune) can help get children in the mood to clean up. Singing one of the children's favorite game songs, such as "Farmer in the Dell," often encourages them to quickly pick up and join in the song. Encourage the use of imagination by saying, "Let's clean up like elephants would."

4. Before moving to the next activity, finish the transition song or activity and explain the next activity along with any necessary rules.

Transition Time Observation

Observe for the following characteristics in a transition time at a child care center. Answer the following questions about the transition time. The more checks in the "Yes" column, the better the transition.

	Yes	No
1. Was advance warning given by the teacher?		
2. Did the teacher assist in cleaning up and use appropriate techniques?		
3. Did the teacher begin the transition as children finished cleaning up while still observing others who were not finished?		
4. Did the teacher have materials as needed for the transition?		
5. Was the teacher well-prepared to lead the activity?		
6. Was this a learning activity?		

If so, what was learned?

What would you have changed in this activity?

Principles of Development

- Development is continuous.
  Language development progresses from babbles to one-word to two-word statements to first sentences.
- Development occurs at differing rates.
  All children will not reach the same height and weight at the same age.
- Development is directional and sequential.
  A child can stand before walking, can jump before running, and can hop on one foot before skipping.
- Development proceeds from general to specific.
  Gross motor development, such as throwing a large ball or swinging, is usually refined before fine motor development, such as writing or building with small blocks.
- Areas of development are related.
  A child who is an average physical size for his/her age will feel more socially comfortable around his/her peers.

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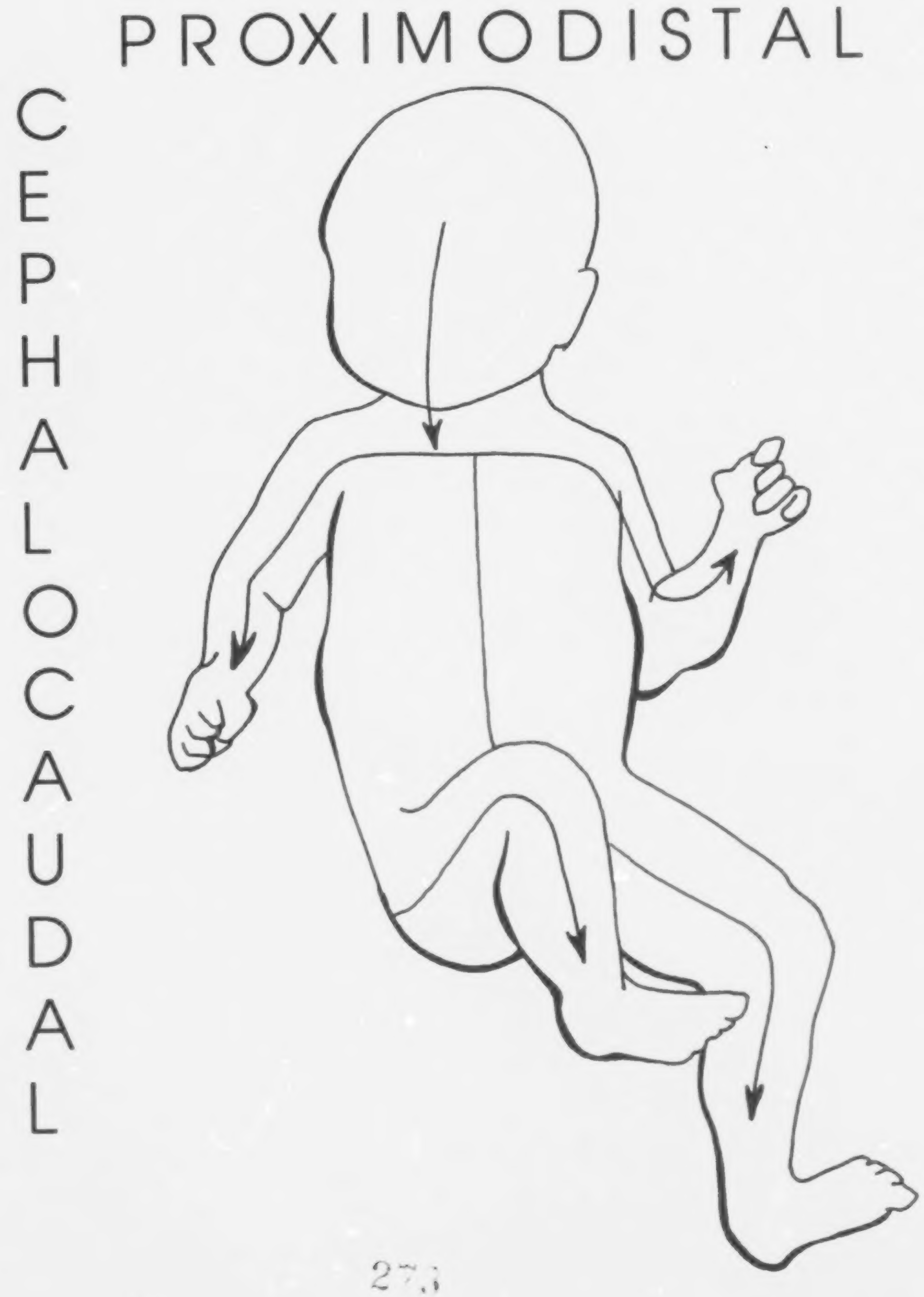
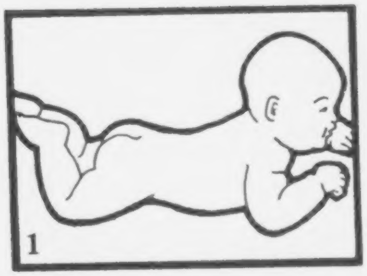
Directions of Development


PROXIMODISTAL
CEPHALOCAUDAL

From Newborn to Toddler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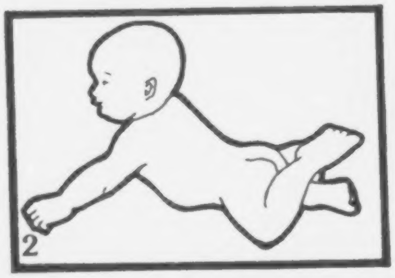
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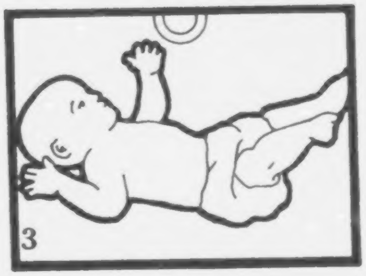
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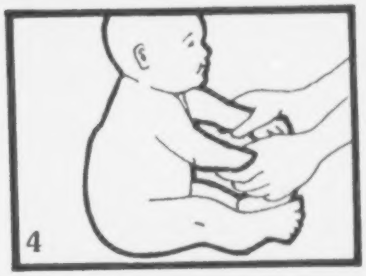
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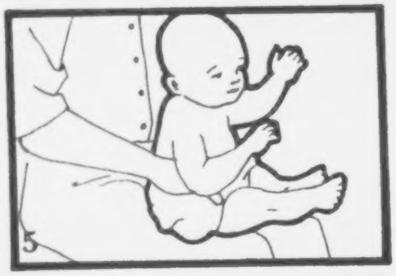
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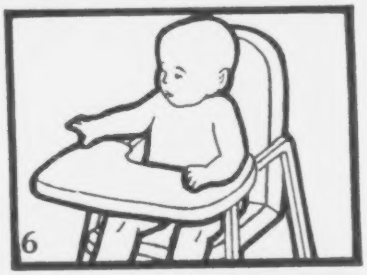
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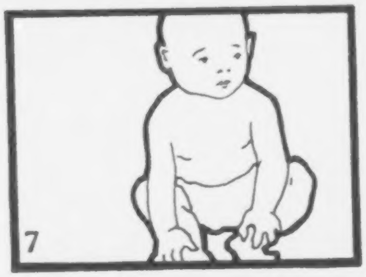
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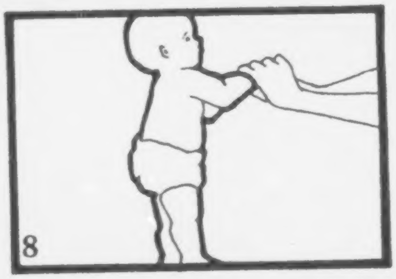
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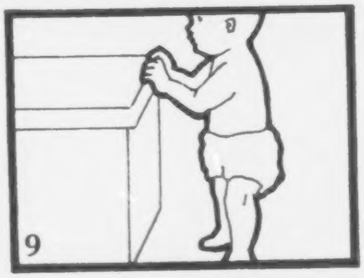
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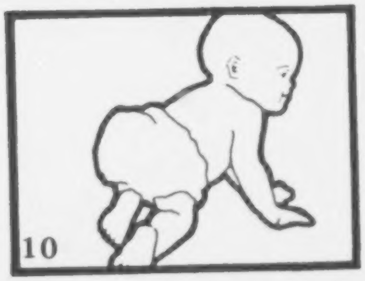
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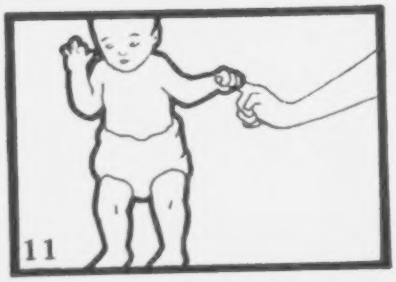
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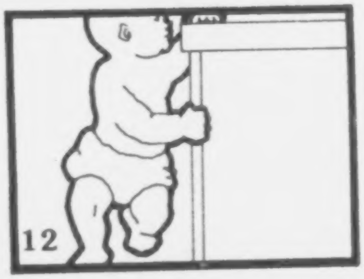
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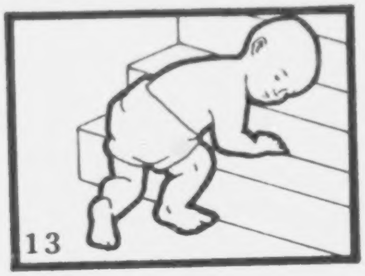
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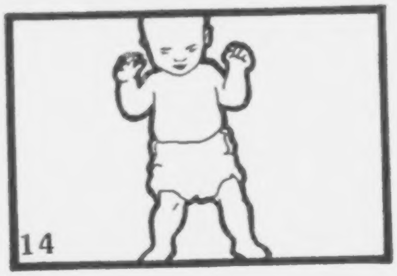
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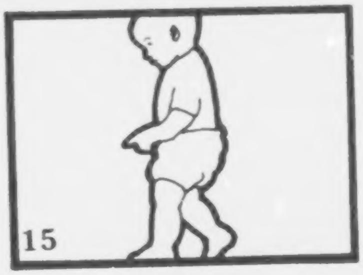

15

Social Development Experiences

Learning Objective: Provide infants and toddlers with experiences which promote prosocial behavior and positive self-concepts.

Select one of the following social development experiences.

Arrange with a child caregiver to conduct the experience. Check with the caregiver of the group to decide which child(ren) might be involved in the experience.

Prepare the materials.

Carry out the experience as planned.

Note the results of the experience by answering the following questions:
Was the experience appropriate for the age[s] of the child[ren] involved?
How did the child[ren] respond?
What might be done differently next time?

Topic: Mirror Game
Approximate age(s): Over 6 months
Purpose(s): To help the child learn more about her/his own body
Child(ren) who might be involved: ______________________
Materials Needed: A medium-sized mirror which needs to be securely fastened or propped
Introduction: Hold the child in front of the mirror. If the mirror is low enough, sit with the child in view of the mirror.

Caregiver's Role:
At first, watch the child's reactions to seeing herself/himself. Then say, "See (child's name)" as you smile and touch the child. After a few minutes of this, touch a body part. Name a part as you touch it. When you have done this a few times say, "Where's your nose?" If the child touches the wrong body part, gently put her/his hand on her/his nose as you again say the word.

Anticipated Infant's or Toddler's Role:
The child will see herself/himself in a mirror while hearing her/his name. The child will also hear the name of one body part as she/he sees it in the mirror. The child may not try to find it on her/his own when you ask. She/he may touch the ear or hair instead. By gently helping the child locate the body part correctly, you are helping her/him succeed. This should be a fun, relaxed time with the caregiver.

Topic: Roll the Ball
Approximate age(s): Over 9 months
Purpose(s): To play a simple game that involves some cooperation
Child(ren) who might be involved: ____________________
Materials Needed: A soft, medium-sized rubber ball
Introduction: Sit on the floor with the child and show him/her the ball.

Caregiver's Role:
Let the child hold the ball and play with it for a few minutes. Talk with him/her using the words "ball" and "roll." Sit in front of the child not far away. Sit with your legs outspread. Show the child how to do the same. Gently roll the ball to the child. Make sure it goes right to him/her. Encourage the child to push it back. Show the child how to turn loose and push the ball. Praise his/her attempts to do this. Do not insist that the child do this if he/she is not ready.

Anticipated Infant's or Toddler's Role:
The child may not be physically able to roll the ball . However, it is fun for the child when you roll it and praise him/her for "catching" it. This may only be stopping the ball with his/her legs. With your help, the child will learn to try to push it to you. This learning will be gradual. The child will be more interested in rolling it to you when he/she sees you are always going to roll it back.

Physical Development Pretest

1. At birth, the brain is what percent of its adult size?
   a. 10-15%
   b. 15-20%
   c. 20-25%
   d. 25-30%

2. Most newborns fall within what size range?
   a. 10-12" long
   b. 13-16" long
   c. 17-21" long
   d. 22-26" long

3. Toddlers are close to half their adult height at what age? ____________

4. Normal birth weight is ________________ pounds.

5. The "pot-bellied" look is lost between what ages? ______________

6. Brain maturation occurs at this age range and makes it easier to control a child's behavior. ______________________

7. The name given to the time of sexual maturation when the body becomes able to reproduce is ________________________.

Answers: 1. c 2. c 3. 3 years 4. 6-8 pounds 5. 3 and 5 6. 5-7 7. puberty

Stimulation of the Senses

Touch- Ask the children questions such as the following:
How does it feel?
Do these feel alike or different?
How can you tell that these two feel different?

Contrast soft-hard, warm-cold, rough-smooth, wet-dry, and sharp-not sharp (dull).

Smell- Ask the children questions such as the following:
Does it have an odor?
Do these smell alike or different?

Play a "Smell & Tell" Game
Place cinnamon, mint, onion flakes, leather, orange peel, and rose petals in a container. Have children close their eyes and try to guess the objects.

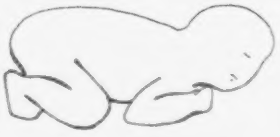
Taste- Ask the children questions such as the following:
What tastes sweet?
What foods are spicy?
What foods are sour?
What foods are salty?

Hearing- Ask the children questions such as the following:
Have you heard that before?
Does it sound like this?

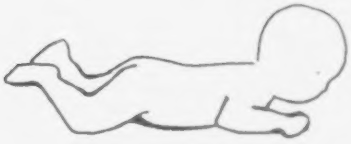
Play listening games by having children close their eyes and listen to sounds or by hiding an object and having a child hunt for the hidden object guided by the loudness of clapping by other children.

Sight- Ask the children questions such as the following:
Which color do you like best?
Which is taller/shorter?
How does the sky look today?
Which trees are alike?

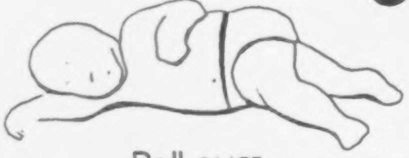
Sequence of Motor Development



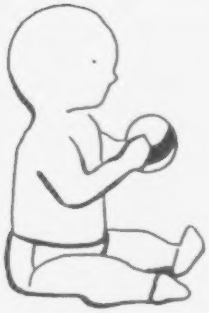
Fetal posture
Birth



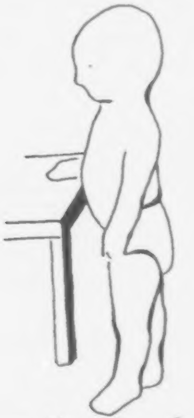
Chin up
1 - 3 months



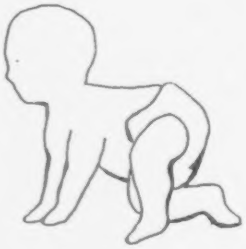
Roll over
2 - 5 months



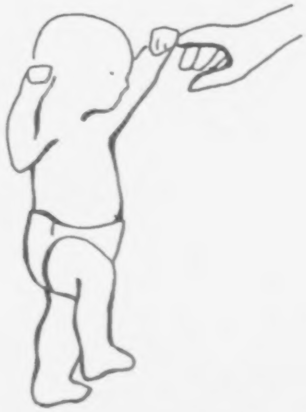
Sit alone
5 - 8 months



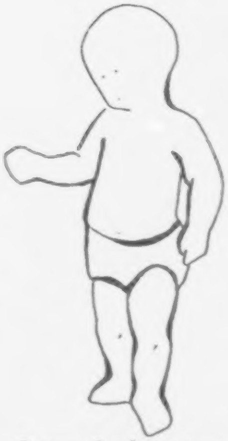
Stand holding furniture
6 - 10 months



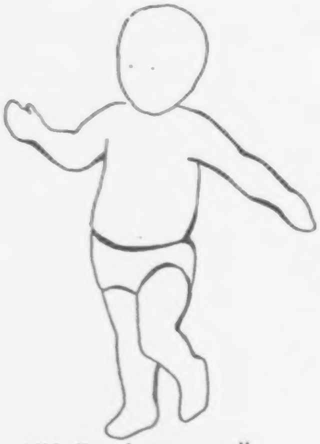
Creep
6 - 10 months



Walk when led
7 - 13 months

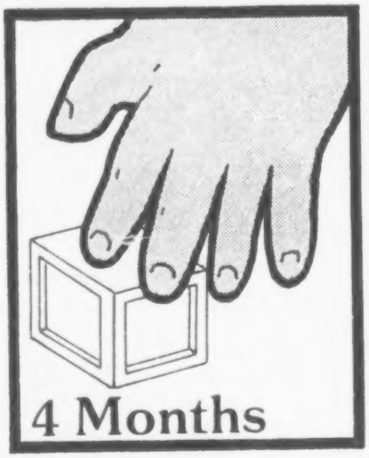


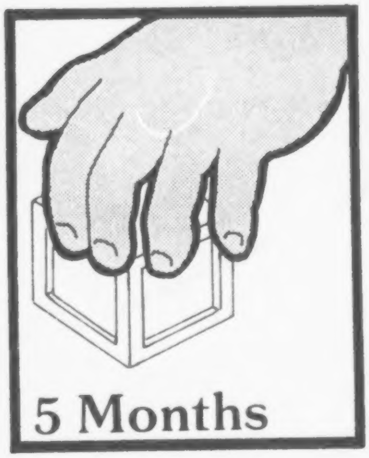
Stand alone well
10 - 14 months

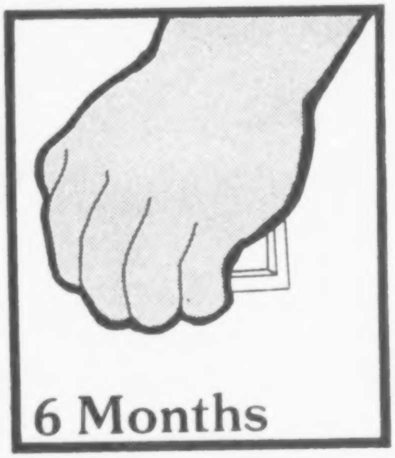


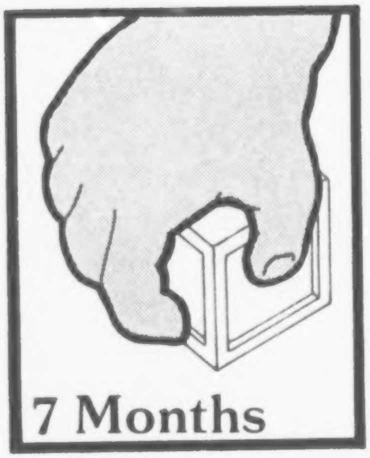
Walk alone well
11 - 14 months

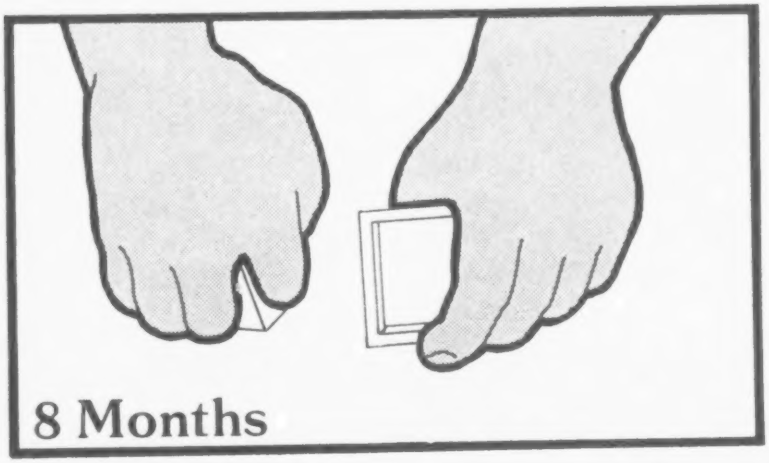
Development of Fine Motor Skills

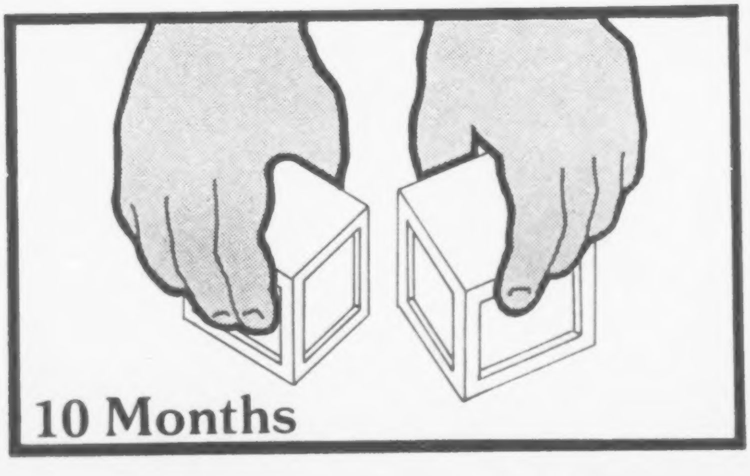

4 Months

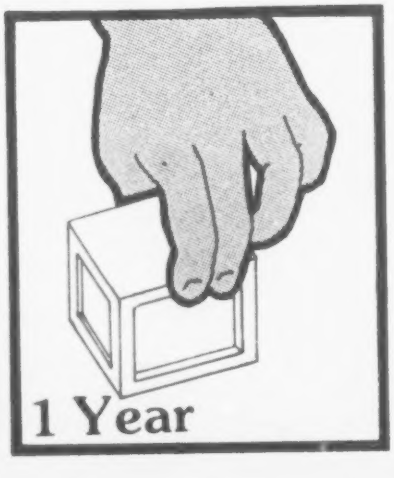

5 Months


6 Months


7 Months


8 Months


10 Months


1 Year

TA 67

Physical Development of Infants

1 month – 4 months

- Stares or gazes at brightly colored, interesting objects
- Recognizes primary caregivers' faces
- Can lift head for three seconds or more
- Sits with support
- Reaches for objects using fingers in opposition to palm
- Rolls over partially

5 months – 8 months

- Sits alone momentarily
- Head balanced
- Rolls over completely
- Uses pincer grasp (thumb opposes fingers)
- Pulls up if holding on to furniture
- Crawls
- Eats with fingers
- Begins stepping movements

9 months – 12 months

- Walks with help, then walks alone
- Grasps and manipulates smaller objects
- Sits and gets up on own
- Stands holding on to furniture
- Uses spoon and cup
- Stacks nesting toys
- Does not control bladder/bowel

Physical Development of Toddlers

- 12 months – 24 months
    - Walks backwards
    - Climbs stairs
    - Climbs on furniture
    - Manipulates or opens small containers
    - Removes simple clothing such as shoe and bib
    - Builds three blocks into a tower
    - Turns pages in books
    - Gets first tooth
    - Pushes and pulls objects
    - Begins bladder/bowel control

- 2 years – 3 years
    - Walks erectly at even pace
    - Runs
    - Throws ball overhead
    - Kicks ball forward
    - Scribbles
    - Walks a two-inch-wide beam on ground

Physical Development of Preschoolers

✎ 3 years – 4 years

- Runs, jumps, gallops, skips (arms and legs coordinate)
- Hops on one foot two or three times
- Walks a circular line a short distance
- March or dance to rhythm
- Jumps over a rope with both feet together
- Rides and pedals wheeled toys
- Bounces a ball
- Strings beads
- Uses scissors, glue, crayons, and pencils or markers
- Recognizes and cuts out various shapes
- Can copy a circle (○) and a plus sign (+)
- Dresses self except for tying
- Works simple puzzles

✎ 4 years – 5 years

- Balances on one foot for about six seconds
- Climbs playground equipment
- Draws rectangles and squares differently
- High-jumps over eight-inch obstacles
- Bounces ball three- to four-feet-high
- Prefers the right or left hand
- Constructs block towers creating complex structures
- Draws letters of the alphabet

Nutritional Needs of Infants and Toddlers

Birth – 3 months	Drinks breast milk or formula every 3-4 hours Needs vitamin supplements with vitamin C Has a strong sucking reflex
3 – 6 months	Is introduced to the first solid foods, usually closer to 6 months Usually eats cereals as the first solid foods Drinks fruit juices Eats plain strained foods Drinks 6-8 ounces of milk three to four times a day Needs foods with iron or a supplement
6 – 9 months	Eats three meals plus snacks Needs a well-balanced diet based on the Daily Food Guide Holds a bottle Shows interest in self-feeding Chews well Needs small portions of food
9 – 12 months	Picks up foods; Is ready for finger foods Eats mashed table foods or junior foods Drinks 8 ounces of milk three times a day Drinks from a cup with help
12 – 18 months	Is gradually weaned from the bottle or breast Begins using a spoon Wants to feed self Uses a cup well with both hands
18 – 24 months	Feeds self Uses a spoon correctly Uses a cup or glass with one hand Pours from a pitcher
24 – 36 months	Eats foods as adults do Has developed food preferences May have a varying appetite Needs three well-balanced meals each day plus snacks Assists in meal preparations

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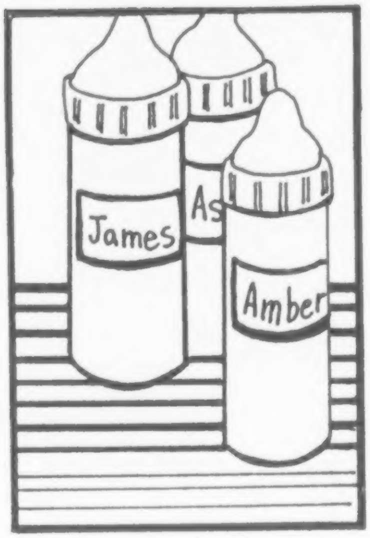
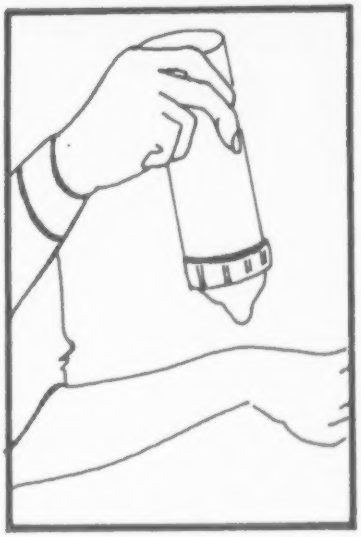
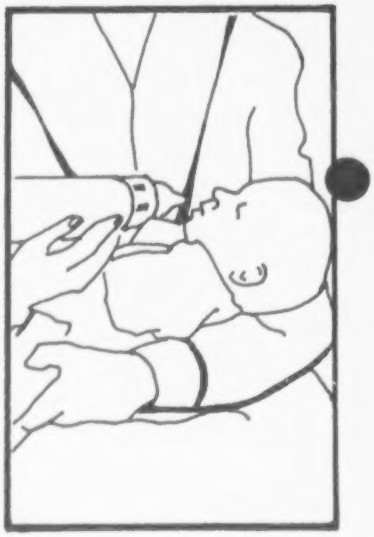
A Bottle for the Infant



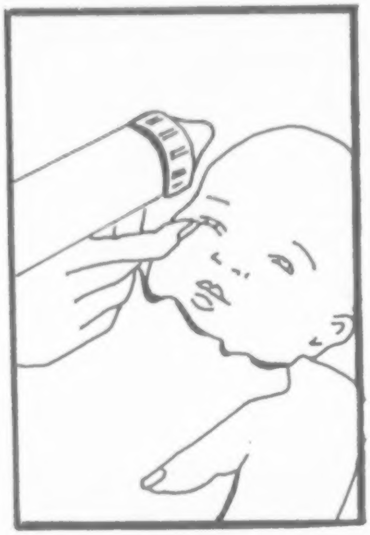
Remove bottle from refrigerator. Bottles are labeled with the infants' names.



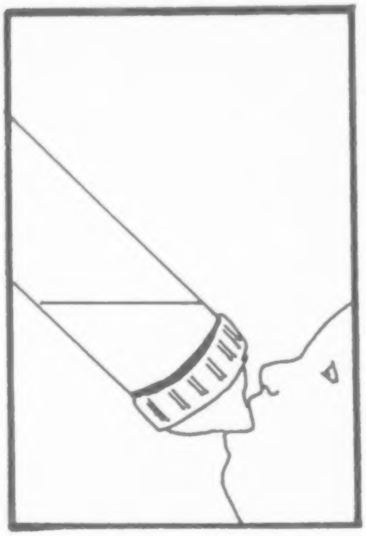
Warm bottle. Test temperature with several drops per second on inner wirst.



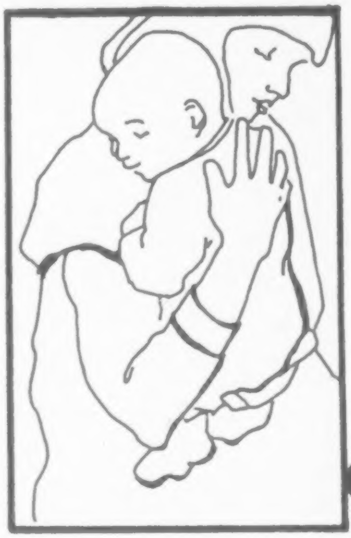
Settle the infant comfortably in your arms. Occasionally, talk to the infant in a soft voice.



Touch infant's cheek with the hand holding the bottle. Infant will turn in toward the touch and take the nipple in the mouth.



Hold the bottle so the nipple is always full. Infants will take 20-30 minutes to finish.



Burp the infant midway and after the feeding. Hold the infant upright, with the head against your shoulder. Pat gently on the back.

Mealtime Practices in a Child Care Setting

Infants	Toddlers	Preschoolers
Require flexible feeding schedule; eat more frequently Fed with caregiver's assistance Fed individually Sit in an infant seat, high chair, or feeding table Drink liquids from bottles while held by the caregiver Learn to swallow and chew; strong sucking response Use fingers in feeding self Foods are puréed Eat small portions Eat some finger foods New foods introduced one at a time Prefer mildly flavored foods; foods are kept separate	Need scheduled meals and snacks Enjoy self-feeding with occasional assistance Eat in a group, family style with some dishes Sit at a low table with child-sized chairs Start to use cups chew and swallow; may not chew well Learn to use a spoon Foods are served in small bites Appetites may fluctuate Enjoy finger foods Eat a variety of foods except foods which can cause choking Increased preferences for different flavors, enjoy some food combinations	Need scheduled meals and snacks Enjoy self-feeding Eat in a group family style Sit at a low table with child-sized chairs Use cups or glasses well Chew food well Use spoons or forks well Foods are bite-sized Appetites may fluctuate; go on eating sprees Enjoy finger foods Eat a wide variety of foods Eat most foods enjoyed by adults

Feral Children

Feral children are believed to have spent a part of their formative years isolated from human society. In some cases, the children appear to have lived in complete isolation. In other cases, the children were "raised" in the company of animals. These include reports of children found with bears, sheep, cows, leopards, gazelles, monkeys, and most frequently with wolves. Whether these accounts are true is still questionable.

One of the most authentic accounts concerned the Wild Boy of Aveyron. This boy, about eleven years old, was found in a wooded area of Aveyron, France, in 1800. His behaviors and physical appearance suggested he had been living this way for years, perhaps since the age of five. Victor, as he was named, was taken to Paris. There, Dr. Itard, at the institute for the deaf, began working with him.

As a result of his life in the wild, Victor seemed unaffected by heat or cold. He ate only nuts and vegetables. He could not speak, and it was assumed he was deaf. Later it was learned he could hear, but Itard's efforts to teach him to speak were unsuccessful. He was never able to gain freedom in society and died at the age of forty.

Another case involved the Wolf-Children of Midnapore, India. Two girls, ages one-and-a-half and eight, were found living with wolves. They exhibited many wolf-like behaviors. They ran on all fours and could not walk. They preferred raw meat. Their eyes were said to glow in the dark. They liked dark places. They were unaffected by heat or cold. Their only sounds were wolf-like howls and cries. The girls were taken to an orphanage where the Reverend Singh tried to rehabilitate them. The younger girl, Amala, died within a year. The older girl, Kamala, learned to walk upright and speak some before her death at age seventeen.

In both cases these children slowly formed attachments to the women who fed and nurtured them even though they found human contact unpleasant at first. They learned and made some progress toward socialization. However, they never fully recovered from their earlier experiences.

More details about these cases can be found in the following references:

Itard, Jean-Marc-Gaspard. *The Wild Boy of Aveyron*. New York: Prentice-Hall, 1962.
Maclean, Charles. *The Wolf Children*. London: Allen Lane, Penguin Books, 1980.
Shattuck, Roger. *The Forbidden Experiment: The Story of the Wild Boy of Aveyron*. New York: Farrar, Straus, Giroux, 1980.
Singh, Joseph A. and Zingg, Robert M. *Wolf-Children and Feral Man*. Hamden, CT: Shoe String Press, 1966.

Temperament Scale

Place a ✓ in the blank which represents how close you think the child's behavior is to the words listed on either side.

Active (high energy)	___	___	___	Passive (laid back, low energy)
Predictable (regular patterns)	___	___	___	Unpredictable (irregular patterns)
Easily Comforted (responds to comforting)	___	___	___	Hard to Soothe (little response to comforting)
Adaptable (adapts to change easily)	___	___	___	Not Adaptive (needs a lot of routine)
Easily Excited	___	___	___	Easy Going
Positive Mood (smiling, friendly)	___	___	___	Negative Mood (crying, fussing)
Persistent (stays with one activity)	___	___	___	Short Attention Span (gives up easily, distractable)
Mild Reactions (positive or negative)	___	___	___	Intensive Reactions (positive or negative)
Approaches (likes new things)	___	___	___	Withdraws (does not like new things)

Helping Young Children Cope with Fears

Accept fears as real to the child.

Talk about fears and draw pictures of them.

Act out being afraid and being fearsome in dramatic play.

Build up from smaller to greater confrontation with the feared.

Provide safe outlets for natural and scary feelings.

Teach children solutions to whatever is causing fears.

Plan ahead for events which might be feared.

My
First
Flight

Speech Development

Repetition

mimicks and repeats what was heard simply for the pleasure of doing so

Monologue

talks aloud to self, often at great length

Collective Monologue

talks aloud when others are present but the others do not listen

Socialized Speech

communicates thoughts to the listener, asks and answers questions

egocentric, noncommunicative
(until age 6 or 7)

social, communicative
(after age 6 or 7)

Levels of Speech Development According to Piaget

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Promoting Intellectual Development

- Provide infants and toddlers with age-appropriate materials and experiences which promote cognitive development, including opportunities to gain object concepts, means and ends concepts, and early classification skills.
- Provide infants and toddlers with age-appropriate materials and experiences which promote language acquisition, including initiating and encouraging verbal interactions with infants and toddlers, talking to infants and toddlers about their immediate surroundings and activities, and using simple songs and finger plays.
- Accept bilingual infants and toddlers and encourage them to gain skills in both languages.
- Provide infants and toddlers with age-appropriate materials and experiences which encourage creativity in the areas of art, music, movement, dramatic play, and creative problem solving.
- Add information concerning intellectual development to each infant's or toddler's developmental record.
- Report unusual signs of development in cognitive skills, language, or creative interests and capabilities to the center's director.
- Exchange with parents information regarding a child's intellectual development and needs in accordance with the center's policies.
- Follow written guidelines provided by the parents or physician in promoting the intellectual development of the exceptional infant or toddler.

The Sensorimotor Period

Stage	Approximate Age in Months	Behaviors	Examples
1	0-1	Exercises reflexes. Is unaware of self as a distinct person.	Makes uncoordinated arm movements. Sucks on objects.
2	1-4	Through accidental reflexes, begins to repeat and coordinate movements (primary circular reactions).	Gets fist into mouth by accidentally combining arm movements and sucking.
3	4-8	Acts intentionally to affect objects outside self (secondary circular reactions).	Shakes rattle; repeats action.
4	8-12	Combines actions to attain results. Begins problem solving. Develops object permanence; begins to search for partially-hidden objects.	Reaches to get object. Climbs over obstacle to get to object.
5	12-18	Explores and experiments with environment (tertiary circular reactions).	Repeatedly drops an object to see what happens.
6	18-24	Solves problems by thinking. Begins symbolic thought. Has fully developed object concepts.	Thinks before acting, rather than trial and error.

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Sequence of Language Development

Language Behaviors

Cries, moves, and uses facial expressions to communicate
Responds to singing or music
Vocalizes by cooing and gurgling when satisfied and comfortable
Interacts with adults by smiling and increasing sounds
Vocalizes more when someone repeats the infant's own sounds

0-6 months

Copies adult mouth movements
Makes some chuckling sounds
Turns head to follow person who is talking
Responds to own name

Babbles, using consonant-like sounds (da, ma)
Appears to try to "talk" by putting more emphasis on some sounds than others

Tries to imitate some adult sounds

6-12 months

Repeats syllables, making sounds like words (dada or mama)
Understands some words such as *go* or *daddy*
Gestures to express self such as holding out arms to be picked up
Babbles some, but copies more adult intonation

Tugs at adult to show something
Gestures and uses words to express wants

Attempts to carry out simple commands

12-18 months

Points to at least two or three body parts
Enjoys listening to short, familiar stories
Names pictures of three to six familiar objects
Correctly uses from three to fifty words
Uses two-word sentences

Uses *my* or *mine* to show possession
Talks to self

18-24 months

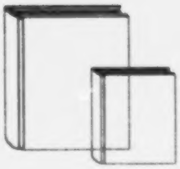
Uses own name in referring to self
Repeats what others say

Follows instructions using position words such as *in*, *out*, *over*, and *under*

24-36 months

Frustrated if not understood

Uses words correctly
Uses short sentences of more than two words
Uses pronouns correctly saying "I like you" instead of "Me like you"



Sharing and Reading Books

Sharing Picture Books

- Share books with one or two children sitting in your lap or beside you in a comfortable spot. Rocking chairs are great places to cuddle up with an infant or toddler and a book.
- Talk about the pictures. Name familiar objects and point to them.
- Share books that ask for some action on the part of the child.
- Change your voice tone, or make noises to go along with the pictures in the book.
- Let the child turn the pages.
- Ask the infant or toddler to point to familiar objects.
- When the infant or toddler wiggles or tries to get up, this shows you that the book is no longer interesting. End the session with a hug and let the child move to another activity.
- Leave picture books out so that infants and toddlers can look at them on their own.

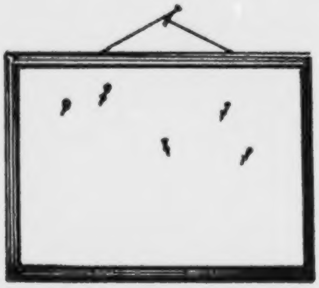
Reading Story Books

- Reading books with a story is quite enjoyable for toddlers. Start with stories that are simple having only one or two lines per page.
- Read at times when toddlers are relaxed and quiet, before and after naps, or before meals.
- Toddlers love to hear favorite stories over and over again.
- Be prepared to get caught if you skip sentences or try to shorten a well-loved story. Some toddlers can quote word-for-word the sentence you left out!
- Older toddlers can enjoy a story which is longer.
- Older toddlers might be read to in a small group. Hold the book so that everyone can see and you can read at the same time.
- Leave the storybooks in a quiet area of the room so that toddlers can "read" the books independently or to each other.

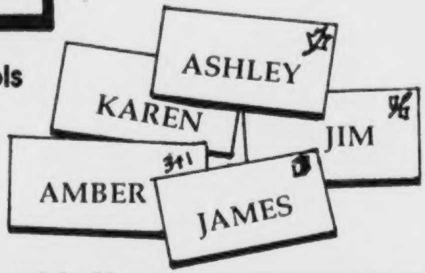
Control of Center Selection

Tools for promoting children's self-guided center selection:

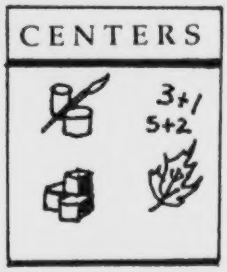
Tag Board



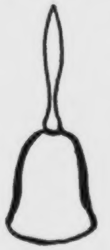
Nametags with Special Attachable Symbols


ASHLEY
KAREN
JIM
AMBER
3+1
JAMES

Poster with Movable Names

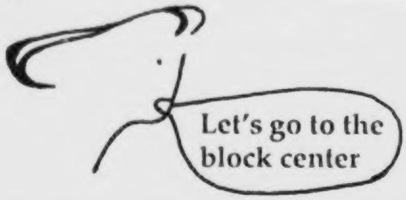

CENTERS
3+1
5+2
ART LEARNING CENTER
MATH LEARNING CENTER
BLOCK LEARNING CENTER
SCIENCE LEARNING CENTER

Tools for promoting teacher center selection:



Bell Signal

Verbal Instructions

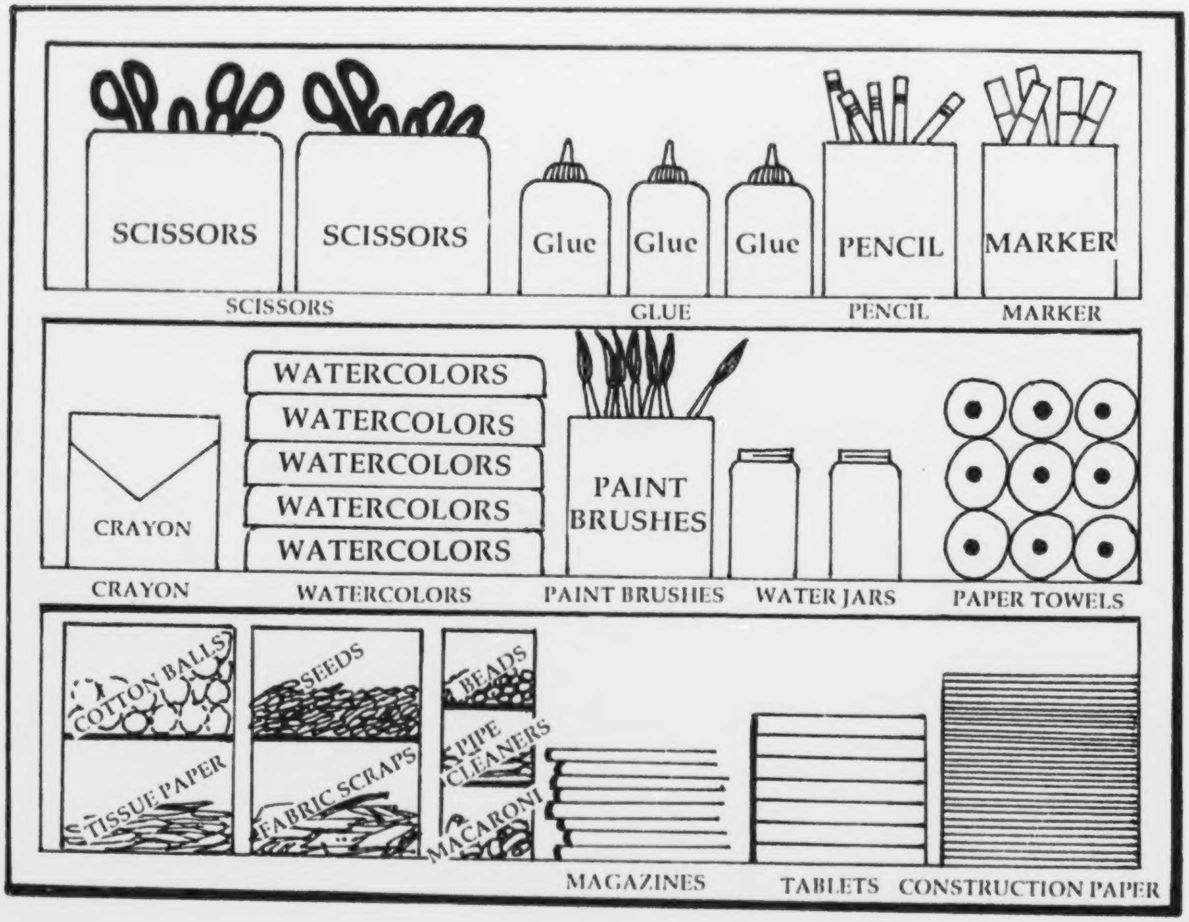

Let's go to the block center

Physically Guiding Children to New Centers

Values of Art Activities

- Provides medium for self-expression
- Provides exploration opportunities
- Provides opportunity for release of feelings
- Provides opportunity to use imagination
- Provides opportunity for fine motor coordination
- Provides opportunity for social development
- Provides opportunity to develop appreciation for art

Storage of Art Materials


SCISSORS
SCISSORS
Glue
Glue
Glue
PENCIL
MARKER
SCISSORS
GLUE
PENCIL
MARKER
WATERCOLORS
WATERCOLORS
WATERCOLORS
WATERCOLORS
WATERCOLORS
PAINT BRUSHES
CRAYON
CRAYON
WATERCOLORS
PAINT BRUSHES
WATER JARS
PAPER TOWELS
COTTON BALLS
SEEDS
BEADS
PIPE CLEANERS
TISSUE PAPER
FABRIC SCRAPS
MACARONI
MAGAZINES
TABLETS
CONSTRUCTION PAPER

Art Learning Center Case Studies

① Celeste comes into school and goes straight to the art center. She resists any suggestions to try any of the materials except paints. What could you do to help Celeste try other materials? Why do you think she may be hesitant to try new materials?

② Steven rarely comes to the art center; but when he does, he seems nervous and resists any activities that could lead to getting his clothes dirty. Why do you think he might be afraid to get dirty? How can you help him overcome this worry?

③ Alfredo draws often in the art center, but he has never shared what he is drawing with any of the staff or other children. He will not discuss it or show it to anyone else. Why do you think he is doing this? How can you help him feel more comfortable about showing his work to others?

④ Alma has a hard time sharing supplies at the art center. If another child has some materials that she wants, she grabs them away from the other child without asking to share. Why do you think this is occurring? How could you lessen this behavior?

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Verbal Development

Examples of Normal Verbal Development

By Age:	Development Activity
1	• Makes consonant sounds as involuntary actions • Imitates sounds • Responds to name and to "no-no"
2	• Puts three words together • Recognizes names of familiar objects and pictures • Has a vocabulary of about 25 words
3	• Uses words to express toilet needs • Uses pronouns such as I, me, and you in speech • Uses words to express the concept of taking turns • Identifies action such as run, jump, and skate in pictures
4	• Says full name • Uses words to tell about experiences • Recites a poem or sings a song • Uses words to identify all common colors
5	• Makes a story out of pictures • Counts to ten • Uses pencil or crayon to draw objects or simple words
6	• Names basic coins such as penny, nickel, and dime • Asks the meaning of words • Knows right and left
7	• Knows how to use the telephone • Recognizes familiar printed words • Writes numbers from 1 to 50
8	• Reads material that he or she selects, including highway signs • Writes occasional short letters
9	• Knows days of week, months of year, and seasons • Recognizes and knows how to use all coins and currency • Creates stories

Ages at Which Certain Sounds in Speech Normally Develop

Age	Sound	Check Words
3	m	monkey, hammer, broom
	n	nails, penny, lion
	p	pig, puppy, cup
	h	house, doghouse
	w	window, spiderweb
4	b	boat, baby, bib
	k	cat, chicken, book
	g	girl, wagon, pig
	f	fork, telephone, knife
5	y	yellow, onion, thank you
	ng	sing, finger, ring
	d	dog, ladder, bed
6	l	lamp, balloon, ball
	t	table, potatoes, coat
	sh	shoe, dishes, fish
	ch	chair, matches, watch
	blends	drum, clock, blocks, glass
7	r	rabbit, barn, car
	v	vacuum, television, stove
	th	thumb, toothbrush, teeth
	j	jump rope, orange juice
	blends	train, star, slide, swing, spoon
8	s	sun, pencil, bus
	z	zebra, scissors, rubbers
	th	this, that, feathers

Manipulative Center Observation Form

Name ____________________________
Date ____________________________

Number of children observed: ___________
Ages of children observed: __________________________

What types of equipment were in the center?

How were children encouraged to participate?

What individual help was necessary?

Was this help given?

How was the child encouraged if frustrated?

How were sharing and cooperation encouraged?

How did children clean up?

Evaluate the center:

On the back of this sheet, sketch the center including storage, equipment, and other features.

Materials for Use in Developing Mathematical Concepts

- colored cubes
- nested toys
- unit blocks
- large wooden beads of many colors
- measuring cups and spoons
- colored plastic clothespins
- light and heavy objects
- paper bags of many sizes
- clock
- timer
- peg boards
- toy telephones
- children's socks, shoes, and mittens
- hammer
- toy money and cash register
- puzzles, geometric shapes
- balls of several sizes
- hollow blocks
- containers of different sizes
- bottle caps, aluminum washers
- egg cartons, buttons, empty spools
- sponges, rocks, and metal objects
- scraps of cloth of many colors and shapes
- calendar
- balance scales
- flannel board
- various types of dials such as radio and TV
- nails of several sizes, scraps of lumber
- rulers and yard sticks

Homemade Rhythm Instruments

Instrument	Materials	Methods
1. Tamborine	aluminum pie plates flattened bottle tops spool of thin wire paint	Paint designs on pie plates. Flatten bottle tops and attach tops to plates after stringing wire through the bottle tops.
2. Maracas	small ice cream cartons pebbles paint	Decorate cartons, fill with pebbles, and tape closed.
3. Tennis Ball Maracas	tennis ball pebbles smooth stick	Cut a small hole in the ball. Insert pebbles and place stick in hole for handle.
4. Drum	oatmeal box paint string	Decorate oatmeal box. Tie string around the box to hang from the neck.
5. Tin Can Drum	large no. 10 can old inner tube heavy cord	Cut out ends of can, stretch inner tube over both ends, and attach the inner tube with firm cord
6. Drum Sticks	broom handles or wooden spoons	Sand wood smooth and paint.
7. Bells	elastic jingle bells	Attach bells to a ring of elastic.
8. Bells	paper cup bells scotch tape	Place bells inside cups. Fasten two cups together with scotch tape.
9. Horns	small paper tube construction paper waxed paper rubber band or paste	Cover paper tube with construction paper. Cover one end with waxed paper and glue it in place. Punch three or four holes down the middle of the tube. Blow on the open end.
10. Sand blocks	two wooden blocks sandpaper	Glue sandpaper to one side of each of the blocks.

Special Activities Appropriate for Children

Activity	Ages
Field Trips	
▌ Nature walks, color search walks	2-3
▌ Store trips to buy one or two items	2-3
▌ Walks to construction sites, to see animals, to watch a train, to watch for trucks or cars to pass	3-4
▌ Trips to the fire station, police station, farms, dairies, post office, airport, bakery, labs, museums, and music departments or band halls	4-5
Resource Persons as Guests	
▌ Show and Tell – a pet	2-3
▌ Show and Tell – a simple instrument	3-4
▌ Show and Tell – a complex instrument	5
▌ Puppet shows, ventriloquists	3-5
▌ Policeman, fireman, ambulance driver	3-5
Special Events	
▌ Birthday parties – self	2-3
▌ Birthday parties – others or self	3-5
▌ Seasonal or holiday plans	3-5
▌ Competitive games	4-5

Promoting Independence

- Arrange the environment to allow children access to toys.
- Provide toys and activities which are age-appropriate and not so difficult that an adult must help.
- Let the children do as much as they can for themselves when they are capable. Be patient and give the children time.
- Give choices to children. For example, say "Which story should we read next?"
- Involve the children in caring for the environment, in preparing and serving meals, and in thinking of things to do.
- Encourage self-help skills such as eating finger foods and holding their own bottles.
- Keep simple yet consistent guidelines for the group. Be sure your expectations are in line with the children's abilities.
- Give positive reinforcement for children's independent behaviors.
- Respect children's preferences and wishes whenever possible.
- Model appropriate behaviors for children so that they can be guided to attain the same behaviors.
- Avoid using words which would shame the children or cause them to doubt their competence.
- Be sensitive enough to know when not to help.
- Be ready to support children when they feel frustrated and need security as they strive for independence.

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Nap and Meal Time for Toddlers

Place ______________________ Name ______________________
Date ______________________

Items to Observe	Yes	No	Remarks
Nap Time			
1. A quiet activity precedes nap time.			
2. Room is darkened as much as possible.			
3. Noise is eliminated except for soft music.			
4. Bed or mat and cover provided for each child.			
5. Children are assisted in removing shoes and other tight-fitting clothing.			
6. Personal attention is given, as needed, until each child is settled.			
7. Children are supervised during nap.			
Meal Time			
1. A quiet activity precedes meal.			
2. Children are encouraged to use the bathroom and to wash hands before going to table.			
3. Surroundings are peaceful, quiet, and neat.			
4. Adults are calm and accept that the children are learning to eat and accept new foods.			
5. Adults accept toddler's need to touch and eat food with hands.			
6. Eating utensils are safe and size is easy for the children to handle.			
7. Drinking cup is easy to handle and not over 2/3 full.			
8. Tables and chairs are suitable size for children.			
9. Portions of food are small.			
10. A new food is first offered with familiar foods.			
11. Foods include variety of color, texture, shape, temperature, and flavor.			
12. Adults assist children when necessary.			

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Social Development

Student's Name____________________ Toddler's Name____________________
Date____________________ Toddler's Age____________________
Place of Observation____

Social Interaction	Response from Other Person
With other toddlers:	
With older children:	
With younger children:	
With familiar adults:	
With strange adults:	

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Preschool Teaching Methods

Discovery Model	Instructional Model
Advantages	Advantages
✓ Children can explore and experiment ✓ Especially beneficial to gifted children ✓ Allows decision-making and reasoning ✓ Encourages hypothesis (What if?) ✓ Promotes independence ✓ Others?________________	✓ Adults have more control ✓ Adults plan appropriate goals ✓ Adults plan specific experiences ✓ Children follow rules, learn limits ✓ Others?________________
Disadvantages	Disadvantages
✗ Adults must provide wide array of materials to explore ✗ Adults do not get to guide learning through specific activities ✗ Children may not learn to follow rules as well ✗ Others?________________	✗ Children are less independent ✗ Children do not get to practice decision-making ✗ Children have less spontaneous learning ✗ Adults have fewer opportunities to observe decision-making skills ✗ Others?________________

Types of Play

Unoccupied Behavior

The child apparently is not playing, but occupies himself with watching anything that happens to be of momentary interest.

Onlooker

The child spends most of his time watching other children play. This type of play differs from unoccupied play in that the onlooker is observing particular children instead of anything that happens to be of interest.

Solitary Independent Play

The Child plays alone and independently with toys that are different from those used by other children nearby. He or she pays no attention to the activities of other children.

Parallel Activity

The child plays independently, but plays beside other children. There is no attempt to control the other children's play.

Associative Play

The child plays with other children and discusses the activity. Mild attempts may occur to control who plays in the group. All members engage in similar or identical activity; there is no division of labor.

Cooperative or Organized Supplementary Play

The child plays in a group that is organized for the purpose of making some material product, striving to attain some competitive goal, dramatizing real life situations, or playing formal games. There is a marked sense of belonging or of not belonging to the group. There are leaders and followers in the group. There is a division of labor.

TA 95

Guidelines for Book Selection for Preschoolers

Complete this evaluation form for five children's books. You will need to read each book to a child from three to five years old in order to test some of the guidelines.

Title of the Book:____________________________________

Was this book well-liked by a preschool child?

Was this book an appropriate length for his or her attention span?

Did it frighten or confuse the child?

Did the child recognize familiar people, places, or things?

Did the book encourage the child to use imagination?

Was the book full of active events?

Were the illustrations appealing, colorful, and simple?

Did the book contain more pictures than words?

Was there evidence of sex stereotyping in the book such as mothers that do not work and doctors who are all men?

What is your overall opinion of this book?

Single Parent and Children's Example Weekday Schedule

Time	Parent*	Bill (6th Grade)	Lisa (4th Grade)
5:00	Arise, jog	Sleep	Sleep
5:30	Bathe, dress, make bed		
6:00	Wake children	Arise, dress, make bed	Arise, dress
6:15	Prepare breakfast	Eat breakfast	
6:30	Eat breakfast	Clean up kitchen	Eat breakfast
7:00	Leave for work	Catch school bus	Feed dog, make bed
7:30	Begin work		
7:45		School begins	Walk to school
8:00			School begins
2:30			School ends, walk home
2:45		School ends, catch bus	Arrive home, snacks
3:00		Arrive home, snacks	Start homework
3:30	Phone children	Do homework	
4:00			Complete homework
5:00		Play outside or watch TV	Play outside or watch TV
5:30	Leave work		Set table for dinner
6:00	Arrive home, prepare dinner	Eat dinner	
		Kitchen clean-up	Eat dinner
6:30	Eat dinner		Kitchen clean-up
7:00	Do household chores, correspondence	Watch TV	
			Watch TV
7:30	Pay bills	Choose clothing for the following day	Take a bath
8:00	Do laundry, help children choose clothing for the following day		Choose clothing for the following day
8:30			
		Take a bath	
		Go to bed	Go to bed
9:00			
9:30			
10:00	Watch TV or read		
10:30	Go to bed		

*Parent is employed in a management position for a computer company. Work days are 9-10 hours with occasional four-day trips out of state required.

Eight Basic Needs of All Children

- Need for Belonging – If a child is absent for a day or two, do call his home. Do not ignore a child's absence. When you criticize, criticize the work and not the personality.
- Need for Achievement – Reward a child with a feeling of satisfaction in his own accomplishment. Do not reward achievement with material things. Help the child to learn how to accept disappointment. Do not stress the value of winning in every situation.
- Need for Freedom from Fear – If a child shows embarrassment and it is creating a negative effect, take some of the blame yourself. Do not threaten a child with failure in order to force compliance.
- Need for Love and Affection – Show the child you like her or him. Be hurt if the child is hurt and sympathize with him or her. Do not reject any child. Do not brush off a child's hurt or try to minimize it if he needs sympathy.
- Need for Freedom from Guilt – Let the child know that in our society so many new rules are made that it is hard for children to know about them. Help the child to minimize unpleasant past behavior and enable him or her to make a better choice in the future. Do not give the child the idea that anybody is perfect.
- Need for Sharing – Make something of the child's contribution no matter how small. Get across to the student the idea that one may share by following. Do not ridicule or minimize a child's contribution.
- Need for Understanding and Knowledge – Provide an atmosphere in which students may raise questions which bother them. Do not give children the idea that there are some questions which must not be raised in class. Take seriously questions which are called "naive." Do not tell a child that she or he is too young or too stupid to understand a controversial problem.
- Need for Economic Security – Be considerate in pressing requests for contributions. Never announce the names of children who did or did not contribute to a fund.

Summer Child Care Opportunities

☐ Opportunities to organize a full day's activities

☐ Opportunities for long-range projects

☐ Opportunities for swimming and field trips

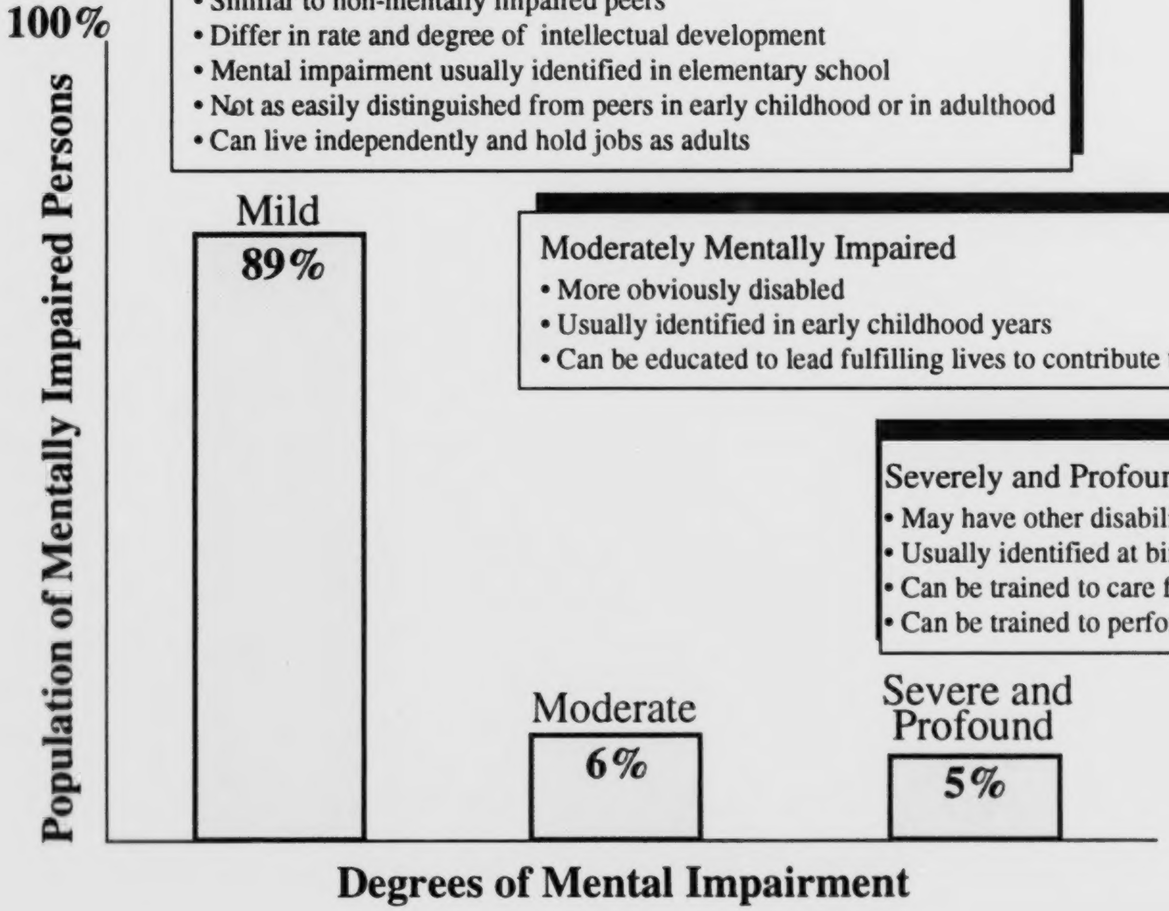
☐ Opportunities for developing special talents and skills

☐ Opportunities to learn real adult skills

☐ Opportunities to slow down

TA 99

Degrees of Mental Impairment



Mildly Mentally Impaired

- Similar to non-mentally impaired peers
- Differ in rate and degree of intellectual development
- Mental impairment usually identified in elementary school
- Not as easily distinguished from peers in early childhood or in adulthood
- Can live independently and hold jobs as adults

Moderately Mentally Impaired

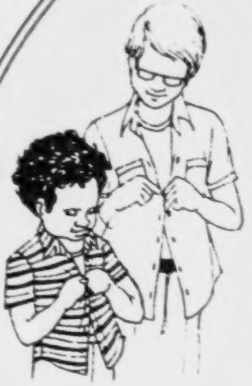
- More obviously disabled
- Usually identified in early childhood years
- Can be educated to lead fulfilling lives to contribute to the community

Severely and Profoundly Mentally Impaired

- May have other disabilities in addition to mental impairment
- Usually identified at birth or shortly thereafter
- Can be trained to care for their basic needs
- Can be trained to perform useful work under supervision

Caring for Children with Mental Impairments

Remember, for the mentally impaired...



- Learning takes place slowly.
- Much practice and repetition is required.
- Learning is easier if tasks are broken down and taught in a step-by-step manner.
- Techniques of behavior modification are effective.
- Observation and modeling of normally developing peers is important.
- Encouragement and training are necessary to learn self-help skills.
- Behavior is more like that of young children; a mentally impaired four-year-old may act more like a normally developing two-year-old.
- Social acceptance by peers and adults is essential in developing a healthy self-concept.

BEST COPY AVAILABLE

Traits Associated with Learning Disabilities

Impulsive–Acts quickly before thinking; plans poorly; behaves recklessly; and has poor judgment.

Short Attention Span–Cannot concentrate on a task as long as other children; changes activities often; frequently does not complete tasks.

Distractible–Easily shifts attention when another stimulus occurs; cannot easily return to original task.

Hyperactive–Generally moves around a lot; constantly distracted; talks a lot; cannot seem to sit still for any length of time.

Hypoactive–Does not seem as active as other children in the group; may appear sleepy and may appear to move in slow motion.

Unable to Follow Directions–May hear and understand directions but quickly forgets; may not understand what was said.

Perseverative–Repeats an activity over and over; may not know how to stop; does not change easily from one activity to another.

Awkward–Much clumsier than other children of the same age; may bump into things and people frequently; may have both small and large motor coordination difficulty.

Conflictive with Other Children–Often has trouble getting along with others; may irritate other children in the class.

Unestablished Handedness–By age three or four the child still has not established handedness; cannot use either hand well.

Signs Which May Indicate Visual Impairments: A Check List*

Directions

After you have observed and worked with a child for some time as a caregiver, you should be able to complete this informal checklist. If you check "Yes" for any of the items, report your observations to your program director. Further assessment may be advisable. Remember, such a checklist is not used to diagnose a child's handicap.

Behavior	**Yes**	**No**
Rubs eyes excessively.	☐	☐
Shuts or covers one eye, tilts head, or thrusts head forward.	☐	☐
Has difficulty in work that requires close use of the eyes (such as putting puzzle parts together or matching identical shapes).	☐	☐
Blinks more than usual, or is irritable when doing close work.	☐	☐
Holds objects close to eyes.	☐	☐
Is unable to see distant things clearly.	☐	☐
Squints eyelids together or frowns.	☐	☐

Appearance		
Crossed eyes.	☐	☐
Eyelids are red-rimmed, crusty, or swollen.	☐	☐
Eyes are inflamed or watery.	☐	☐
Recurring styes (small inflamed swellings on the rim of the eyelid).	☐	☐

Complaints		
Eyes itch, burn, or feel scratchy.	☐	☐
Cannot see well.	☐	☐
Dizziness, headaches, or nausea following close eye work.	☐	☐
Blurred or double vision.	☐	☐

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* Source: Lou Alonso, et al. *Mainstreaming Preschoolers: Children with Visual Handicaps*, p. 21, a publication of the U.S. government.

TA 103

Caring for Children with Visual Impairments

- Provide an environment that permits children to explore and use materials with as little help as possible.
- Provide sensory training experiences in the tactile, auditory, taste, smell, visual, and kinesthetic areas.
- Control light for maximum comfort of partially sighted children; teach colors of everyday objects; use simply illustrated drawings.
- Provide many concrete experiences which involve the other senses.
- Use language to describe what is happening in the environment that the child cannot see.
- Be sure children are encouraged to participate and stay active along with the other children.
- Teach simple mobility techniques such as how to walk down a hallway and how to sit in a chair safely.
- Create many opportunities for children to use remaining visual ability to the maximum.

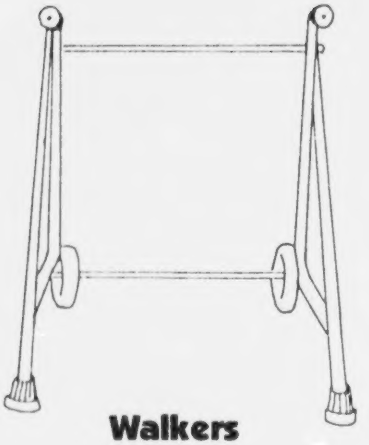
DEFINING HEARING IMPAIRMENTS

Deaf	Sound is painful beyond this point	130 dB	
	Nearby thunder	120 dB	
	Contemporary music concert	110 dB	Level IV (hears sound above 90 dB or almost no sound)
	Garbage truck	100	
	City traffic	90 dB	Level III (hears sound above 70-89 dB)
	Clothes washing machine	80 dB	
Hard of Hearing	Normal spoken conversation	70 dB	Level II (hears sound above 55-69 dB)
	Small air conditioner	60 dB	
	Night time in the country	50 dB	Level I (hears sound above 35-54 dB)
	Home refrigerator	40 dB	
	Whisper	30 dB	
		20 dB	
	Threshold of hearing in healthy young adults	10 dB	
		0 dB*	

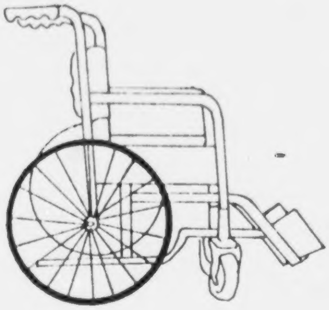
* *Decibels (dB)*

TA 105

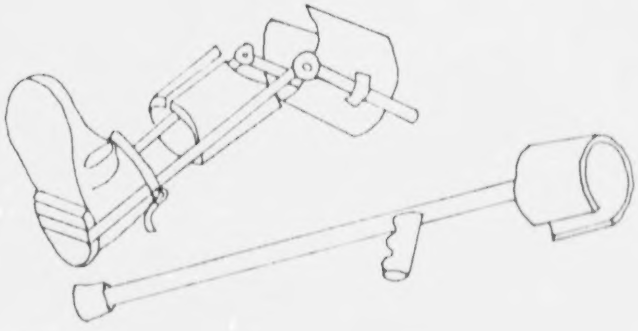
Mechanical Aids and Equipment



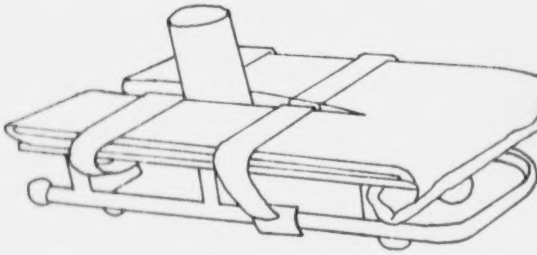
Walkers



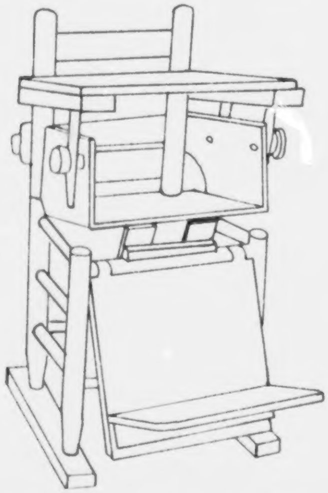
Wheelchairs



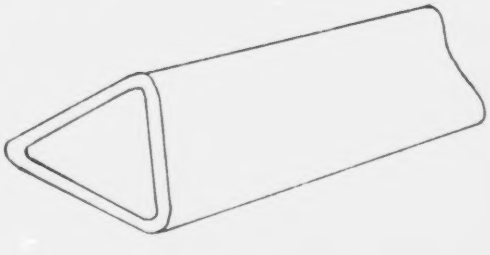
Braces and Crutches



Scooters



Special Chairs and Trays



Bolsters and Wedges

Behavioral Disorder Organizations

American Academy of Child and Adolescent Psychiatry
3615 Wisconsin Avenue, AACAP
Washington, DC 20016
(202) 966-7300

American Association of Psychiatric Services for Children
1400 K Street, NW
Washington, DC 20005
(202) 682-6000

American Psychological Association--Division #37
Child, Youth, and Family Services
Carolyn S. Schroeder, Ph.D.
901 Willow Drive, Suite #2
Chapel Hill, NC 27514
(919) 942-4166

Council for Exceptional Children
Department 6509
1920 Association Drive
Reston, VA 22091
(703) 620-3660

National Mental Health Association
1021 Prince Street
Alexandria, VA 22314
(703) 684-7722

New York Society for Autistic Citizens
879 Madison Avenue
Albany, NY 12208
(518) 459-1418

Caring for Gifted and Talented Children

TA 107

- In guiding the children's learning, emphasize reasoning and problem-solving skills, creativity, and critical thinking.
- Help the children learn how to use the scientific methods of investigation: observation, hypothesis formation, experimentation, and evaluation.
- Emphasize concepts and principles rather than concrete facts. For example, focus on why some sea animals live in shells rather than on the names of different sea shells.
- Help children learn how to learn.
- When presenting information or material to gifted children, increase the complexity or depth of the material.
- Provide activities for children to use planning, predicting, decision-making, and communication skills.
- Present situations or objects and have the children generate as many solutions to the situations or ways to use the objects as possible.
- Stimulate creative thinking by asking hypothetical questions, such as "What if_?"
- Provide opportunities for children to assume leadership roles. Create situations in which they are guiding the learning of other children.
- Provide mentors or role models for the children.
- Reinforce children's individual interests in a particular field of knowledge. Serve as a resource person.

The Importance of Screening

Screening...

⇨ Identifies each child's areas of special need so that proper assessment may be made.

⇨ Lessens the severity of or eliminates a disability through early identification and intervention.

⇨ Prevents developmental delays or problems in other areas of development.

Understanding Your Attitudes Toward Mainstreaming

☞ Directions

For each item, circle the letter of the response which best describes how you would feel or what you would do in each situation.

1. If I were to meet a disabled adult for the first time, I would feel
   A. shy and a little uncomfortable.
   B. like getting to know the person.

2. If I were expecting a new child with special needs in my group, I would
   A. go to the library and learn more about that special needs condition.
   B. expect the child to have needs similar to my other children with special needs.

3. If I were involved in a mainstreamed program, I would feel that individual care and education plans are
   A. necessary for all children in the program.
   B. mainly for the children with special needs.

4. If I were to participate in a meeting to develop an Individualized Education Plan, (IEP) I would feel
   A. that the professionals know best and I should not say much.
   B. comfortable about expressing my ideas, even if they were different from the ideas of others in the group.

5. If I were to receive special training from a physical therapist in order to help one of the children, I would feel
   A. motivated and excited about learning new skills.
   B. that perhaps this should not really be a part of my job.

6. Though both are needed, during the first few days that a child with special needs was in my group, I would spend more time
   A. interacting with the child to help the child feel welcome.
   B. observing the child to identify special needs.

7. With children with special needs in my group, I would be most concerned about
   A. maintaining order in the group.
   B. acceptance by the other children.

8. If I were keeping developmental records on the children, I would find it more useful to
   A. be alert to daily changes and keep notes.
   B. complete a developmental check list once a month.

9. If I were planning a physical exercise activity for the children, I would make sure a child in a wheelchair
   A. had something else to do that does not require physical activity.
   B. participated as much a possible in the activity.

10. If a another child said, "Jenny doesn't have an arm," I would respond by
    A. changing the subject to call the child's attention away from Jenny's disability.
    B. acknowledging the child's observation of Jenny's disabilty in a matter-of-fact way.

TA 110

Self-Help Skills

Dressing and Undressing

- Undergarments
- Pants/shorts (zippers,snaps,buttons, belts)
- Shirts/blouses (buttons)
- Dresses/skirts (buttons, bow ties)
- Shoes/socks (laces, buckles, Velcro)
- Coats/sweaters (buttons, zippers, ties)

Toileting

- Undressing and dressing
- Toileting
- Using toilet tissue
- Washing hands

Grooming

- Brushing/combing hair
- Washing and drying hands
- Washing and drying face
- Brushing teeth
- Blowing and wiping nose

Eating and Drinking

- Using cup or glass
- Using spoon or fork to feed self
- Using napkin
- Serving food to self
- Clearing off plate after meal

TA 111

Physical Development: Ages 2-6

2-3 Years

Walks at an even pace.
Walks on a 2" wide line drawn on ground, for 10'.
Can step off low object.
Can grasp object with thumb and fingers.

4 Years

Can jump with both feet together.
Can hop on 1 foot.
Can walk in a circle.
Can walk and run with coordinated arm/leg movements.

5 Years

Can balance on one foot from 5-8 seconds.
Can catch a large ball when bounced toward him/her.
Can jump over 8" high obstacle.
Can bounce ball.

6 Years

Can gallop.
Can walk balance beam (2" wide, 6" high, 12' long).
Can run 60' in 5 seconds.

Using Positive Language

Directions: After reading the examples of negative and positive language, practice turning the numbered negative statements into positive statements on the lines provided in the right column.

Examples:

NEGATIVE STATEMENTS:	Positive Statements:
"DON T STAND UP WHEN YOU SLIDE."	"Sit down when you slide."
"DON T STAND IN THE SWING."	"Sit in the swing."
"DON T DUMP THE PUZZLE PIECES ON THE FLOOR."	"Keep the puzzle on the table."
"BE CAREFUL. THE SWING MIGHT HIT YOU."	"Walk around the swing."
"DON T YOU WANT YOUR MILK?"	"Drink your milk."

---

1. DON T THROW SAND! ______________________________
2. STOP MAKING SO MUCH NOISE. ______________________________
3. YOU CAN T HAVE ANY MORE GLUE. ______________________________
4. NO, WE DON T KNOCK OVER SOMEONE ELSE S BLOCK TOWER. ______________________________
5. QUIT USING SO MANY PAPER TOWELS. ______________________________

TA 113

A. Forms of Aggression

Accidental Aggression

A child is playing and accidentally hurts another child.

Examples: digging furiously in the sand and accidentally tossing sand into another child's face; throwing a ball and hitting another child in the face.

Others: ______________________________

____

Instrumental Aggression

A child purposely uses aggression to get what he/she wants.

Examples: Susan has the doll that Bobby wants, so he grabs it from her. Sylvia wants the tractor that Bill is driving outside, so she jumps in front of him and shoves him off the tractor.

Others: ______________________________

____

Hostile Aggression

A child understands that another child has a right to be playing with a certain toy, but does not care. The child deliberately takes the toy away. Verbal aggression usually accompanies this act.

Example: John knows that each child wants his turn NOW! He yells at Ramiro in the art center, "You'd better leave now, Stupid. Your painting is just ugly anyway!"

Others: ______________________________

____

B. Developmental Aggression Patterns

Physical	*Verbal*	*Forms*	*Occasions*
•peaks at 2-4 years	•incresases from 4-8 years	•"instrumental" 2-4 years	•after conflict with adult: 2-4 years
•declines from 4-8 years	•rare from 2-4 years	•"hostile" from 4-8 years	•after conflict with peers: 4-8 years

When Should a Caregiver Intervene?

Directions: Read the following scenes. Then discuss these questions, first in small groups, and then in the class as a whole.

1. *What, if anything, could the caregiver have done to avoid the conflicts in each situation?*
2. *Why do you think each caregiver responded as he or she did?*
3. *What would you do if you were the caregiver?*

* * *

Scene #1: *Charlie is the caregiver for a group of fifteen two- and three-year olds. During outside play time, Charlie and an aide get out five tricycles and explain that the children will have to take turns. When Shae and Robin both try to get on the same tricycle, Charlie tells Robin to take a turn and then let Shae ride for a while. Charlie then goes to supervise the swing area, across the yard. Robin rides for a few minutes while Shae watches. When Shae decides it is his turn, he shouts at Robin and walks toward him. Instead of stopping, Robin tries to hit Shae with the tricycle. When Charlie sees what is happening he shouts at Robin to stop, but Robin runs over Shae's foot. When Charlie reaches the tricycle area, he comforts Shae. Then he tells Robin to ride around the path only one more time and it will be Shae's turn. Charlie stays and watches to make sure Robin follows his instructions to share.*

Scene #2: *Kathy and Maria are playing in the housekeeping area with several other children. When the group decides they will play house, Maria says, "O.K., and I'll be the mama." Kathy frowns and shakes her head, saying, "No! You aren't big enough. I'm biggest. I'll be the mama." Carolyn, the caregiver, is supervising the block area next to the housekeeping area. She hears the discussion, but continues what she is doing. She hears Maria say, "You were the mother last time. It's my turn." Kathy says, "Well, if you're the mama, I won't play." She then turns and walks away. The other children continue playing, with Maria being the mother.*

Scene #3: *Eduardo and Sally, two four-year olds, are in the sand box. Each has a dump truck, but Sally's is bigger. When Eduardo notices this he says, "Let's trade for a while. Your truck makes neat tracks in the sand." Sally refuses, saying that she had the truck first. John, the caregiver, looks up in time to see Eduardo throw sand in Sally's face. Sally jumps up and runs to John, crying. After John helps Sally wash her face, he asks what happened. Sally explains, and John walks with her back to the sandbox. He says, "Since neither of you can play nicely, put the trucks in the shed." Then John has both children sit quietly by themselves for the rest of the time outdoors.*

Scene #4: *During free play time, Phillip comes to Rosa, his caregiver. He says excitedly, "Mark won't let me paint, and it's my turn!" Rosa asks, "How did you decide it was your turn?" "Because I've been waiting too long and Mark is spilling all the paint," replied Phillip. Rosa goes with Phillip to the easels, and says, "Mark, Phillip would like to ask you something." She says to Phillip, "Use words to tell Mark what you need." Phillip asks Mark when he will be finished. Mark replies he will be through soon. Rosa points out that there are some new books in the book area. She suggests that Phillip look at the books until Mark is finished. "Then you boys can trade places," she says.*

* * *

Positive Conflict Resolution

Caregivers can:

- Provide an environment that does not foster conflicts.
- Help children use words to express feelings and to tell what they want.
- Give children a chance to solve the problem themselves first.
- Let chance decide. Draw straws or flip a coin.
- Suggest that children make a trade.
- Distract or redirect children from the conflict situation, if appropriate.
- Talk with children about the conflict situations in which they are involved.
- Help children see that there are many possible ways to solve a problem.
- Involve children in joint problem-solving games or activities.

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Caregiver Behavior Which May Lead to Problem Behavior in Children

Changing Limits

If the caregiver often enforces the limits one day but not the next, the children may learn to test their limits constantly because they are never sure what the limits are.

Not Keeping Word

If the caregiver sometimes makes threats or promises and does not carry them out, the children may learn to ignore what the caregiver says or may feel that they cannot trust the caregiver.

Inconsistent Speech and Action

If the caregiver often says one thing and does another, the children may learn to ignore the caregiver's verbal instructions.

Behaving Aggressively

If the caregiver encourages cooperation and non-aggressive behavior among the children, yet does not treat other caregivers kindly, the children are more likely to model what they see rather than what they are told.

Giving In

If the caregiver often gives in to the demands of children who continue to repeat requests, the children may learn that a caregiver who is harassed long enough will give in to the demands.

Using Poor Manners

If the caregiver plans lessons on manners and social living skills yet does not practice these, the children may learn that good manners are something you talk about but do not have to practice.

Attention to Negative Behavior

If the caregiver often pays attention to the children who are disruptive while ignoring children who behave appropriately, the children may learn to behave inappropriately in order to get attention. Negative attention is better than being ignored.

Failure to Abide by the Rules of the Center

If the caregiver establishes limits for the children's behaviors but does not always abide by them, the children may learn not to follow the rules.

Observation Techniques

Observation in a child-care center means noting the behavior of children and adults during a specific time period. Gaining a better understanding of children's behavior should be the goal when making an observation. Observation helps child care students learn about children's development, abilities, relationships, and interests as well as about the similarities and differences between children.

Students need to be as objective as possible when observing. Objectivity requires seeing and recording what actually takes place. Accurate note taking means recording only the facts, without adding personal opinions about why the child behaved in a certain way. Do not judge whether the behavior was "good," "bad," "right," or " wrong." Read over the observation notes and look for subjective (your own point of view) comments. Subjective opinions are not based on fact, but are based on feelings and opinions. These subjective opinions can be classified as:

1.) *Inference* - your opinion of why the child acted in a certain way,
2.) *Value judgements* - your opinion of whether the action was right or wrong, or
3.) *Feelings* - your own personal feelings about an action or behavior.

* * *

Gaining a better understanding of children's behavior should be the goal when making an observation.

In order to make objective observations, keep the following guidelines in mind:

1. *Focus on a specific topic or objective when observing. Some examples of topics are the following: physical growth, motor skills, solitary or group play, social development, or moral development.*

2. *Two people observing the same situation may not see the same thing. Remember this when writing observations and when reading other people's observations.*

3. *Discuss observation arrangements with the child-care center teacher or director. He/she may give you instructions on where to sit and helpful information on specific children.*

4. *Sit where you can easily observe what's going on, but far enough away so that you don't interfere in the children's activities.*

5. *Avoid any involvement or interaction with the children while observing. If a child asks you to play, say that you are busy, and refer the child to another person who is not observing.*

6. *Try to be inconspicuous when observing. If the children know you are watching them, they may show-off or become self-conscious.*

7. *Keep focused on the observation. Avoid talking to fellow students because you may miss something important to the observation.*

8. *Remember to be alert and record all action, facial expressions, body movements, tone of voice, and language.*

GUIDELINES ON THE USE OF "TIME-OUT"

- Inform your parents that you plan to use this guidance technique and how it will be used.

- Decide whether the children will be allowed to return from time-out when behavior can be improved, or whether the children must stay there a prescribed amount of time.

- When sending a child to time-out, be calm and firm. Explain to the child why time-out is needed. Focus on the child's behavior.

- If children are not timed, say, "When you think you can (tell the child what you expect), you may return."

- Decide on a spot for time-out, both indoors and outdoors. This spot should be somewhat isolated from the activity areas where the children play. Never use a place that would frighten a child. This location should only be used for time-out. The caregiver should be able to see the child. A backup spot might be needed occasionally when two children need to be in time-out at the same time.

- Be sure all children understand the group's rules or the behaviors that are not acceptable.

- If children are timed, use a timer which will ring at the end of three to five minutes. Longer than this is not necessary. At the end of the time, the child may return to the group.

- Explain the guidelines for the use of time-out to the children. Explain that whenever a rule is broken or unacceptable behavior is performed, the child will go, each time, immediately to time-out.

Sample Well-Balanced Schedules

TA 119

Toddlers

Activity	Time
Arrival	7:30
Environmental Exploration •Responsive Caregiver •Planned Activities	
As indicated by toddler •Diapering or toileting •Rest	
Snack	9:30
Outside	10:30
Lunch	11:45
Toileting Quiet Time (rest or sleep)	12:15
Environmental Exploration	Around 2:30 or 3:30
As indicated by toddler •Diapering or toileting	
Snack	3:00
Outside	3:30 or 4:00
Departures	5:00-5:30

Preschoolers

Activity	Time
Arrival	7:30
Learning Centers •Free choice •Some teacher directed activities	
Cleanup •Toileting •Washing	
Snack	9:30
Circle Time	9:45
Outside	10:00
Learning Centers •Focus on quieter centers	10:45
Cleanup •Toileting •Washing	11:45
Lunch	12:00
Quiet Time	12:30
Learning Centers	Around 2:30 or 3:00
Cleanup	2:45
Snack	3:00
Outside	3:30
Learning Centers	4:30
Departures	5:00-5:30

Daily Schedules:

Planning the Sequence of Events

- Schedules should be appropriate for the developmental level of children in the group. For example, a daily schedule for toddlers would be different from a schedule for preschoolers.

- Schedules also should be arranged around basic blocks of time, including the following routines:
  - Arrival
  - Learning Centers
  - Snack
  - Outside Play
  - Large Group Time
  - Lunch Nap or Rest
  - Departure

- Transitions between time blocks should always be planned for.

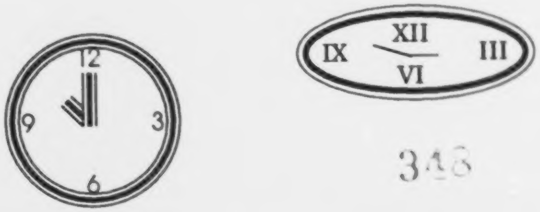
- Children should spend most of the day in large time blocks in which they are free to explore the prepared environment.

- Large group time periods when the cargiver leads an activity such as story, discussion, music, or dance, should be about 15 to 20 minutes long for four- and five-year-old children. Ten minutes is appropriate for younger children.

- Consistency and flexibility is important in implementing the schedule; unexpected events should be prepared for.

- Time for health care routines should be included.

- Time blocks should alternate to balance the following activities:
  - Large Motor and Small Motor Activities
  - Care-initiated and Child-initiated Activities
  - Structured and Unstructured Activities

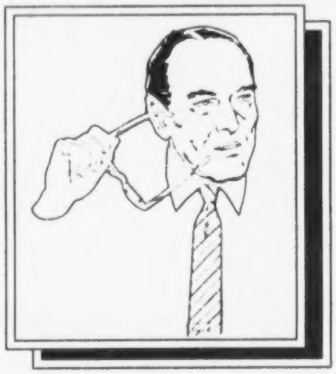


Leadership Styles

Authoritarian Style: A leader following the authoritarian style...

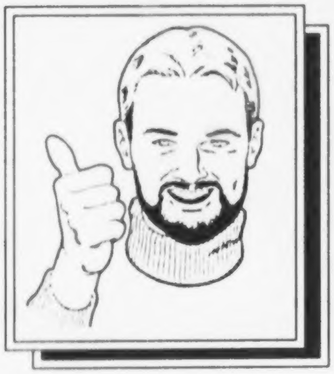
- sets policy.
- tells others what is to be done.
- detaches himself or herself from personal involvement
- gives praise and criticism when necessary.
- makes the final decision.
- wants things done his or her own way.
- is structured.
- keeps information to himself or herself.

Democratic Style: A leader following the democratic style...



- acts as a member of the group.
- listens to others' ideas.
- permits the group to make decisions.
- is personally involved.
- makes final decisions after everyone has had input.
- is flexible, open to change.
- gives feedback.

Laissez-faire Style: A leader following the laissez-faire style...



- *allows the group to work things out independently.*
- *offers advice readily.*
- *works things out in time.*
- *is easygoing.*
- *does not always give clear directions.*
- *is permissive.*

PERSONNEL POLICIES

- Salary
- Promotion (Career Ladder)
- Benefits
- Health Requirements
- Professional Development
- Leaves
- Breaks

- Staff Meetings
- Grievance Policies
- Evaluation Procedures
- Disciplinary Procedures
- Termination
- Documenting Work Hours
- Smoking

Accreditation By the National Academy of Early Childhood Programs

What is accreditation?

Accreditation is a process in which a program's administrators, staff, and parents join with representatives of the Academy to determine whether that program meets nationally recognized criteria for high quality.

What are benefits of accreditation?

Early childhood accreditation benefits parents, children, program personnel, and society. More specifically, accreditation benefits in the following ways:

- assists parents in their search for high quality programs for their children
- improves the quality of group programs available for young children and their families
- offers a valuable professional development experience for teachers and directors
- assures contributors to early childhood programs of a sound investment
- provides professional and public recognition for high quality childhood programs

What is a high quality early childhood program?

The Academy defined a high quality early childhood program as one that meets the needs of and promotes the physical, social, emotional, and cognitive development of the children and adults--parents, staff, and administrators--who are involved in the program. Each day of a child's life is viewed as leading toward the growth and development of a healthy, intelligent, and contributing member of society.

What are the Criteria for high quality early childhood programs?

The Criteria addresses all aspects of an early childhood program. The following is a list of various aspects:

- interactions among staff and children
- curriculum
- staff and parent interactions
- administration
- staff qualifications and development
- staffing patterns
- physical environments
- health and safety
- nutrition and food service
- program evaluation

How does a program become accredited?

The accreditation process involves three steps:

Step 1--Self-Study

Program personnel and parents conduct a self-study to determine how well the program meets the Academy's Criteria; next, the program personnel and parents make needed improvements and report the compliance with the Criteria on the Program Description form provided by the Academy.

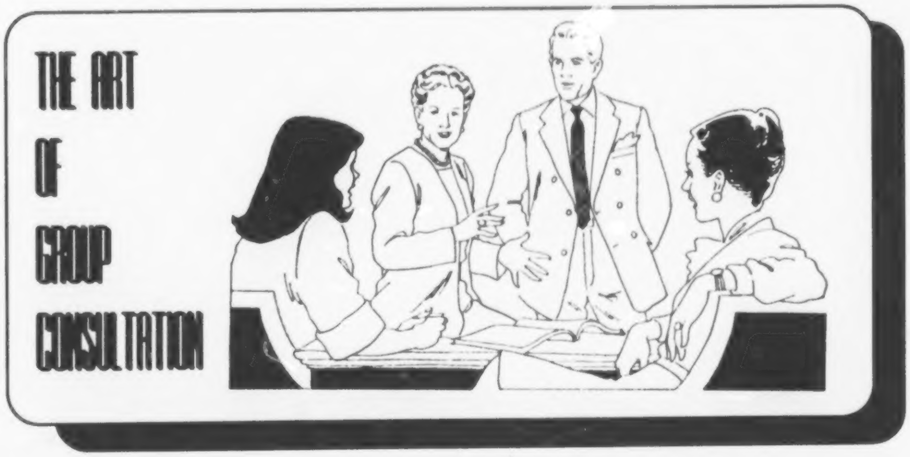
Step 2--Validation

Trained validators make an on-site visit to verify the accuracy of the Program Description.

Step 3--Accreditation Decision

A three-person Commission considers the validated Program Description and makes the accreditation decision.

- All group members are equally important.
  - The chairperson, elected or appointed, helps the group stay on task. The chairperson also ensures that each member has the opportunity to speak.
- The secretary, elected or appointed, writes down the group's decisions.
  - The problem, task, or topic to be discussed is clearly set forth.



- Everyone contributes ideas or thoughts.
  - Ideas belong to the group. Ideas are the focus, not personalities. Conflict among individuals is minimized.
- Ideas are critically examined. Ideas that differ help the group find the best ideas.
  - Decisions are made by group consensus after all ideas are examined. When consensus is not possible, a vote is taken. The decision is then that of the majority.

Techniques for Teaching

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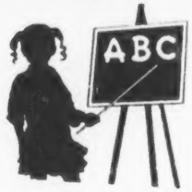

Include a variety of teaching techniques when organizing teaching plans. Use as many of the following experiences as possible. Add to the list and maintain as a reference.

- Read a story from a book.
- Tell a story with or without props.
- Tell a story using a flannelboard.
- Provide illustrations or props for children to tell a story.
- Tell a story using music.
- Introduce an activity using puppets.
- Role-play an activity.
- Ask questions.
- Initiate and maintain a discussion.
- Demonstrate a science experiment.
- Use a filmstrip, slide projector, or video tape.
- Plan an exhibit or display.
- Play a guessing game.
- Plan an art activity inside or outside.
- Plan an activity with music in the background.
- Work with various sized groups of children.
- Use pantomime in an activity.
- Plan a physically active experience inside or outside.
- Provide a musical experience with a piano or other musical instruments.
- Use homemade rhythm instruments.
- Plan a musical experience that requires listening.
- Sing a song without musical accompaniment.
- Introduce a song with a story or an object.
- Let the children dramatize a song.
- Plan a musical experience to emphasize rhythm.
- Use rhythm instruments.

HELPFUL HINTS:

- Print the goals and developmental levels on one side of an index card. Print the teaching procedures and the materials for the activity on the back.
- Organize the cards in a card file box.
- Color code the cards according to subject matter (i.e.: Math--blue; Language Arts--yellow; Art--red; Science--green; Computers--purple; Gross Motor/Outside Activities--orange; etc.)

Sample Card

(Side One)

Math Activity Card

Cows and Barns

Developmental Levels

One (2-3 years)	Two (3-4 years)	Three (4-5 years)
Child verbally identifies cows and barns. Child manipulates cows and barns.	Child counts cows upon request. Child verbally identifies the numbers on the barn doors. Child may match number of cows to number on doors up to the number three.	Child matches the correct number of cows to the same number written on each barn door.

(Side Two)

Teaching Instructions

- Give the child the cows and barns.
- Allow time for the child to look at and identify the objects
- Discuss the fact that cows live in barns.
- Discuss the numbers on the barn doors.
- Instruct the child: "Show me the number of cows that would belong in each barn."
- If needed, have the children verbally count the cows as they place them inside the barn doors.

Materials for Activity

- Various colors of felt or construction paper to make the barns and cows.
- Make barns with numbers from 1-10 printed on the barn doors.
- Make enough cows to match up with each barn.
- Laminate materials if they are made from construction paper.

TEACHING ACTIVITY CARD

THE ESSENTIAL NUTRIENTS

FILL IN THE FOLLOWING CHART:

Essential Nutrients	Food Sources	Basic Functions & Importance to Growth & Development of Children
Proteins	A.	A.
	B.	
	C.	B.
Fats	A.	A.
	B.	
	C.	B.
Carbohydrates	A.	A.
	B.	
	C.	B.
Vitamins	A.	A.
	B.	
	C.	B.
Minerals	A.	A.
	B.	
	C.	B.
Water	A.	A.
	B.	
	C.	B.

A Guide to the Amounts of Food for Different Age Groups (1)

MEAL PATTERNS	CHILDREN 1 UP TO 3 YEARS	CHILDREN 3 UP TO 6 YEARS	CHILDREN 6 UP TO 12 YEARS
BREAKFAST PATTERN			
Juice or fruit	1/4 cup	1/2 cup	1/2 cup
Bread and/or cereal (2)			
Bread	1/2 cup	1/2 cup	1 slice
Cereal	1/4 cup	1/3 cup	3/4 cup
Milk, fluid whole	1/2 cup	3/4 cup	1 cup
LUNCH OR SUPPER PATTERN			
Meat and/or alternate:			
One of the following or combinations to give equivalent quantities:			
Meat, poultry, fish	1 ounce	1-1/2 ounces	2 ounces
Cheese	1 ounce	1-1/2 ounces	2 ounces
Egg	1	1	1
Cooked dry beans or peas	1/8 cup	1/4 cup	1/2 cup
Peanut butter	1 tablespoon	2 tablespoons	4 tablespoons
Vegetable and/or fruits (3)	1/4 cup	1/2 cup	3/4 cup
Bread, whole-grain or enriched (4)	1/2 slice	1/2 slice	1 slice
Butter or fortified margarine	1/2 teaspoon	1/2 teaspoon	1 teaspoon
Milk, fluid whole	1/2 cup	3/4 cup	1 cup
SUPPLEMENTAL FOODS SERVED BETWEEN MEALS			
Milk or juice or an equivalent	1/2 cup	1/2 cup	1 cup
quantity or fruit or vegetable	1/2 cup	1/2 cup	1 cup
Bread or cereal			
Bread	1/2 slice	1/2 slice	1 slice
Cereal	1/4 cup	1/3 cup	3/4 cup

(1) Age 12 and over: Adult-sized portions based on the greater food needs of older boys and girls.
(2) A serving of whole-grain or enriched bread; or an equivalent serving of cornbread, biscuits, rolls or muffins, etc., made of whole-grain or enriched meal or flour; or a serving of whole-grain cereal or enriched or fortified cereal or a combination of any of these foods.
(3) Must include at least two kinds of vegetables and/or fruits.
(4) A serving of whole-grain or enriched bread; or an equivalent serving of cornbread, biscuits, rolls, muffins, etc., made of whole-grain or enriched meal or flour.

Adapted from *Special Food Service Programs for Children*, U.S. Department of Agriculture Food and Nutrition Service.

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ABC Child Care Program Contract for Child Care Services

Name of Child: ______________________ Birth Date: __________

Address: ______________________ Date of Enrollment: __________

The ABC Child Care Program agrees to:

1. Provide child care Monday through Friday between the hours of 7:00 a.m. and 6:00 p.m. except on designated holidays as stated in the *Parents' Handbook* which accompanies this contract.
2. Provide a nourishing noon meal and morning and afternoon snacks each day the program operates.
3. Provide a developmentally appropriate curriculum for your child as outlined in the *Parents' Handbook.*
4. Keep parents informed of their child's growth and development through parent-caregiver conferences.
5. Provide all other services as explained in the *Parents' Handbook* which apply to your child.
6. Give at least four weeks notice of a change in fees.

As the parent(s) or guardian of the above named child I agree to:

1. Pay in advance the weekly fee of $50.00 which applies to all weeks the child is in care regardless of holidays or bad weather days, except for a one-week period at Christmas when the program is closed. I understand that I must pay the full weekly fee regardless of whether my child attends or not, in order to maintain my child's slot. Fees are to be paid by Friday for the week to follow. One month advance notice will be given for changes in fees.
2. Pay a late fee of $5.00 per quarter hour for every quarter hour past 6:00 p.m. that I am late to pick up my child.
3. Participate in at least two parent-caregiver conferences which may be held in person or by phone for each year my child is in care.
4. Abide by all the guidelines as stated in the *Parents' Handbook*, which I have read.

____

(Signature of the Program Director)

____

(date)

____

(Signature of Parent(s) or Guardian)

____

(date)

Sample Ledger Sheets

Parents' Fees Ledger

Date	Due	Paid	Balance

Child(ren) Enrolled: ______
Parents' Name: ______
Address: ______ Basic Tuition: ______

Payroll Ledger

Date	Period Covered	Hours	Gross Salary	Federal Tax	State Tax	FICA	Check No.	Net Salary

Name of Employee: ______
Address: ______ Salary or Wage: ______

Ledger Format

Date	Description	Amount

Ledger: ______ Annual Budget Figure: ______
Account: ______ Account Number: ______

COMPUTING PAYROLL

☞ 1:

Document hours worked by each employee. Record hours on the payroll ledger.

☞ 2:

Calculate gross salary. If employee works by the hour, multiply hours worked by the hourly wage. Enter gross salary on the payroll ledger.

☞ 3:

Calculate deductions for state and federal income tax, FICA, and health insurance, if any. Enter those figures on the payroll ledger.

☞ 4:

Subtract total deductions from the gross salary. This is the net salary. Enter this amount on the payroll ledger.

☞ 5:

Prepare employee paychecks. On the check stub attached to the check, fill in the deductions. Record the check on the payroll ledger.

☞ 6:

Post deductions and net salary in the appropriate general ledger accounts.

Use the information in the following chart to compute payroll for each employee:

Employee	*Hours Worked*	*Wage*
Abbot	40	$4.75
Ford	20	$4.35
Green	35	$4.50
Herrera	40	$5.00
Martinez	42	$4.75

SAMPLE BUDGET FORMAT

Dollar Amount

Income

I. Parent Fees ____________

II. Registration Fees ____________

III. USDA ____________

IV. Fund Raisers ____________

V. In-kind Contributions ____________

Total $ ____________

Expenses

I. Personnel Salaries
  A. Administrative ____________
  B. Caregivers ____________
  C. Cooks ____________
  D. Other (Substitutes) ____________

II. Fringe Benefits/Payroll Costs
  A. Federal Withholding ____________
  B. Social Security (FICA) ____________
  C. Health Insurance ____________
  D. Other ____________

III. Occupancy
  A. Rent/Mortgage Interest ____________
  B. Maintenance/Repairs ____________
  C. Utilities
    1. Water ____________

Dollar Amount

    2. Electricity ____________
    3. Refuse ____________

IV. Equipment
  A. Office ____________
  B. Program ____________

V. Food ____________

VI. Supplies
  A. Office ____________
  B. Program ____________

VII. Transportation
  A. Fuel/Oil ____________
  B. Repairs ____________
  C. Insurance ____________

VIII. Telephone ____________

IX. Public Relations/Advertising ____________

X. Training
  A. Workshops/Conferences ____________
  B. Consultants ____________

XI. Insurance Costs
  A. Building/Fire ____________
  B. Worker's Compensation ____________
  C. Unemployment ____________
  D. Liability ____________

Total $ ____________

Net Income $ ____________

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Budget Item	January	February	March	April	May	June	July	August	September	October	November	December	Annual Total
Income Parent Fees													
Quarterly Registration													
Fund Raisers													
USDA													
Personnel Salaries													
Federal Withholding													
FICA													
Health Insurance													
Rent													

Cash Flow Calendar

Budget Item	Actual	Anticipated	Difference	% Annual Budget
	Income			
Parent Fees				
Registration Fees				
Fund Raisers				
Total Income				
	Expenses			
Personnel Salaries				
Fringe Benefits				
Occupancy				
Equipment				
Food				
Supplies				
Transportation				
Telephone				
Public Relations				
Training				
Insurance				
Total Expenses				

Monthly Financial Statement

CASE STUDY

Two child care center directors were in the same predicament. They each needed to cut expenses somewhere in their budgets by $1,000. One director initiated a cost-cutting program in which staff members were encouraged to be conservative with supplies. For instance, they used half sheets of construction paper instead of whole sheets. In addition, the staff members added more water to the paint, and they melted down small crayons to make new ones. Moreover, the staff members spent hours making paper-mache puzzle pieces to replace lost puzzle pieces; they used a cheaper brand of glue that did not always hold well; and they asked parents to save throwaway items for the children to make toys, etc. At the end of the year, this staff had saved the $1,000.

On the other hand, the director of the other child care center, analyzed the budget and decided to save the $1,000 by changing the health insurance policy. This director increased the employees' deductible from $50 to $100, thus reducing the insurance premium by $1,000 per year.

INVOLVING PARENTS

Provide refreshments for parent meetings or...

Offer free consultation services or...

Supervise children on a playground or...

Volunteer clerical skills or...

Help in the classroom or...

Build playground equipment or...

Help with fund raising

SOMETIMES PARENTS WONDER HOW THEY CAN BE INVOLVED WITH THE CHILD CARE CENTERS.

Guidelines for Smooth Parent-Center Relations

- Make sure parents and children are greeted upon arrival.
- Arrange a place for parents to have coffee and visit when they have time.
- Always have the caregivers share information about the child during brief informal contacts when parents arrive at the center to pick up their children.
- Develop an attitude among caregivers at the center that the parents are considered the primary teachers of the child.
- Help busy parents stay informed through newsletters and parent bulletin boards.
- Make certain directors are available to talk with parents.
- Conduct regularly scheduled parent meetings.
- Schedule regular caregiver-parent conferences.
- Frequently remind parents that they are welcome to visit the center at any time without making an appointment.
- Encourage parents to have input into center policies and curriculum.
- Place suggestion boxes in the classrooms so that parents and staff may make comments about the program.
- Place note pads in classrooms so that parents can write special messages for the caregiver. For example, "Please remember to put Rebecca's hat on before she goes outside."
- Encourage parents to telephone the center at any time to offer information, express concern, or to check on their child.
- Try to offer positive comments each day to the parents.
- Always respond to parents' suggestions or criticisms. If you are upset, wait a day before responding, but take the time to think about the suggestion and respond to the parents.

Marketing the Child Care Program

Use Various Advertising Techniques

Promote Personal Recommendations

Use Professional Business Practices

Know Your Strengths

Establish Your Reputation and Image

Know Your Customers

Child Care

A Newsletter for Child Care Centers

Volume 2, page 1 *September 1, 1992*

Why Compile a Newsletter?

A. To provide ideas on child rearing for parents.

B. To report news on classroom activities and center events.

C. To keep caregivers informed on what is happening in other classrooms.

What Goes Into a Newsletter?

A. Classroom news

B. Center recipes

C. Parenting ideas

D. Calendar of events

E. Children's art

F. Amusing classroom anecdotes

G. Community events for children

H. Activities for children

I. Parent news

J. Letters to the director

K. Want ads

L. Thank you notes

M. Parents' opinions

N. Staff spotlighting

O. Interviews

P. Book reviews

Q. Cartoons

When developing a brochure, consider:

- Content
- Organization for easy reading
- A personal approach, using personal pronouns
- A professional appearance, using good stock and an attractive layout
- Two-color printing to highlight key points
- Method of distribution
- Ease of mailing

Considerations for Developing a Brochure

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Benefits of Professional Organizations

Continuing Education Opportunities

Networking Possibilities

Development Of Professional Skills

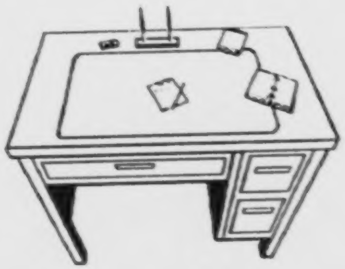
Child Care Advocacy

Improved Working Conditions

Social Engagements

Publications Research

Alternative Career Possibilities



Chapter Tests

CHAPTER 1 TEST
The Child Care Profession

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. The primary caregivers for children are
A. teachers at school.
B. child care workers.
C. their parents.
D. other children in a child care center.

_______ 2. The child care profession provides
A. only for-profit care.
B. only nonprofit care.
C. primary child care.
D. secondary child care.

_______ 3. The main reason for the increased demand for child care services is because more
A. mothers are working outside the home.
B. fathers are working outside the home.
C. families are having children.
D. schools are offering early childhood education programs.

_______ 4. Early childhood education is for children who are
A. three to eight years of age.
B. infants to eight years of age.
C. enrolled in first through fourth grades.
D. infants through their elementary school years.

_______ 5. Quality child care provides a program
A. based on early childhood education principles.
B. that considers the physical, social, emotional, and intellectual development of young children.
C. that meets the needs of the families served.
D. all of the above.

_______ 6. Custodial care programs are planned with concern for
A. helping the child develop physically and socially.
B. the safety of the child.
C. helping the child develop emotionally.
D. helping the child develop intellectually.

_______ 7. The type of child care service which offers a variety of different services is
A. an extended day program.
B. custodial care.
C. developmental care.
D. comprehensive care.

_______ 8. A franchised child care program is
A. a nonprofit program.
B. a chain of child care centers in different locations.
C. a family day home program.
D. all of the above.

_______ 9. A new trend in child care is
A. custodial care.
B. government funding of child care.
C. kindergarten programs for 5-year olds.
D. employer-sponsored child care.

_______ 10. A planned program for teaching and learning is called
A. curriculum.
B. a learning philosophy.
C. a day care center.
D. individual care.

CHAPTER 2 TEST
Careers in Child Care

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. A job which is often open to entry-level child caregivers is
A. specialist.
B. teacher.
C. teacher assistant.
D. associate teacher.

_______ 2. By earning a Child Development Associate (CDA) credential or an associate degree, a child caregiver could be hired as a/an
A. specialist.
B. teacher.
C. teacher assistant.
D. associate teacher.

_______ 3. The job of child care specialist could be reached by having
A. a master's degree in early childhood education/child development.
B. a doctor's degree in early childhood education/child development.
C. Level 3 classification (teacher) plus three years experience in child care.
D. all of the above.

_______ 4. To be "professional" means to
A. be employed.
B. have a graduate degree.
C. belong to an educational association.
D. be dedicated and ethical on the job.

_______ 5. An entry-level child caregiver should share important confidential information about a child or a child's family only with
A. co-workers.
B. parents.
C. a supervisor.
D. the departure-time caregiver.

_______ 6. An important quality of a child caregiver is being
A. in good health.
B. female.
C. young.
D. all of the above.

_______ 7. When applying for a job in child care, take along
A. a parent or teacher.
B. your childhood vaccination record.
C. your high school diploma.
D. your social security number and birth certificate.

_______ 8. A basic rule for keeping a job in child care is to
A. follow the rules and procedures established for the program in which you are working.
B. make the children happy at all times.
C. follow the discipline principles used in your home.
D. all of the above.

_______ 9. The Child Development Associate (CDA) credential recognizes competence in child care workers based on
A. three years experience as a parent.
B. abilities and experience.
C. years of college training.
D. continuous employment as a child caregiver for one year.

_______ 10. Characteristics of a good child care worker include
A. entertaining children for hours.
B. babysitting regularly.
C. communicating well with children and adults.
D. having years of experience as a teacher.

CHAPTER 3 TEST
The Child Care Center

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. The director of a child care center (who is not the owner of the center) reports directly to the owner of the center or to a
A. licensing agency.
B. franchise operation.
C. child development associate program.
D. board of directors.

_______ 2. Teacher assistants (child care aides) report directly to the
A. director.
B. teacher.
C. age-level coordinator.
D. arrival-time caregiver.

_______ 3. When an emergency happens at a child care center, the caregiver who sees it first should
A. alert another caregiver to seek help immediately.
B. take immediate action, according to the center's emergency plan, to protect the child or children affected by the emergency.
C. be prepared to perform duties not normally assigned to himself or herself until a supervisor arrives.
D. all of the above.

_______ 4. In case of emergency evacuation at a child care center, a designated caregiver should take
A. copies of the center's emergency procedures and the state licensing standards.
B. food, art supplies, and an assortment of toys.
C. the day's attendance record and the emergency file of parents' names, addresses, and phone numbers.
D. all of the above.

_______ 5. Most child care centers use multi-age groupings
A. at arrival and departure times.
B. on the playground.
C. at story time.
D. all of the time.

_______ 6. At departure time, the teacher assistant should
A. answer all of a parent's questions.
B. tell the parent everything about the child's behavior that day at the center.
C. refer parents to a supervisor if they seek information the teacher assistant is not assigned to give.
D. involve the children in an activity that they will want to stay and finish.

_______ 7. Record keeping, as opposed to reporting, means that certain information should be
A. written down.
B. sent to the licensing agency.
C. told to the supervisor.
D. sent to the director.

_______ 8. The best defense against personal child care liability is

A. keeping center policies and procedures on file.
B. knowing and following center policies and procedures.
C. not reporting information about a child's safety.
D. protection by the center's liability insurance.

_______ 9. Being responsible financially and/or legally for injury to a person is called

A. a breach of contract.
B. a subordinate relationship.
C. liability.
D. confidentiality.

_______ 10. When a child caregiver finds unusual cuts, bruises, burns, or other marks on a child's body, these are signs of possible

A. social abuse.
B. physical abuse.
C. emotional abuse.
D. social neglect.

_______ 11. Failure to keep a child clean and properly fed is an example of

A. social abuse.
B. physical abuse.
C. emotional abuse.
D. liable.

_______ 12. A child caregiver who suspects that a child has been abused should

A. talk with the child's parents.
B. talk about it with other co-workers.
C. ask the child questions about the abuse.
D. report it to the supervisor.

CHAPTER 4 TEST
Influences on the Development of Children

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. The main influence on a child's overall development is
- A. culture.
- B. peer pressure.
- C. the family.
- D. television.

_______ 2. Learning to adjust to surroundings and relate to others is called
- A. emotional development.
- B. social development.
- C. mental development.
- D. physical development.

_______ 3. A child's self-image is a positive one if
- A. he or she feels worthwhile and important.
- B. he or she feels unimportant to anyone.
- C. his or her family has a good income.
- D. all of the above.

_______ 4. In order to communicate properly with parents, caregivers should
- A. learn about family differences.
- B. develop good listening skills.
- C. refer appropriate questions to the supervisor.
- D. all of the above.

_______ 5. The family formed when one parent marries a new spouse is called a/an
- A. nuclear family.
- B. blended family.
- C. extended family.
- D. single-parent family.

_______ 6. Schools, neighborhoods, religious groups, friends, communities, and the government all influence children and are called
- A. culture.
- B. society.
- C. socialization.
- D. social institutions.

_______ 7. When children's friends influence the ideas and values taught by parents, the group influence is called
- A. developmental regression.
- B. socialization.
- C. peer pressure.
- D. all of the above.

_______ 8. In order to work better with children, a child care worker should pay most attention to
A. the family's income level.
B. communicating with parents.
C. the size of the family.
D. the number of siblings in the family.

_______ 9. The sex of a child may influence his or her development mainly because
A. boys should play with guns and tools.
B. girls should play with dolls.
C. people may treat boys and girls differently.
D. all of the above.

_______ 10. A way of life shared by members of a society is called
A. culture.
B. a social institution.
C. ethnic background.
D. morality.

CHAPTER 5 TEST
A Wholesome Child Care Environment

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. The minimum standards for the physical environment of child care centers are set by
A. the boards of directors.
B. the child care centers.
C. licensing agencies and governments.
D. owners of the child care centers.

_______ 2. A positive emotional environment is seen in a child care center through
A. a quiet, peaceful noise level.
B. friendliness, trust, fun, and respect.
C. a variety of classroom learning centers.
D. active children and caregivers.

_______ 3. All of the following are examples of suitable indoor learning center activities **except**
A. carpentry.
B. reading, music, story, and library.
C. large wheeled toys.
D. shopping center or store.

_______ 4. Children whose actions include excessive crying, temper tantrums, aggression, thumbsucking, toileting accidents, or withdrawal may be showing symptoms of
A. emotional stress.
B. being self-centered.
C. a positive self-image.
D. all of the above.

_______ 5. In order to provide a sense of structure and organization for children, it is best for child caregivers to
A. let children agree on limits.
B. set very few limits.
C. set limits regarding the physical environment.
D. set consistent limits.

_______ 6. The physical, social, emotional, and intellectual environments are
A. not affected by each other.
B. not affected by each other, except for physical and emotional.
C. affected by the quality of each other.
D. affected only by indoor and outdoor space available.

_______ 7. Of the choices listed below, the most important aspect of child development is
A. helping children gain a positive self-image.
B. learning to keep personal items in storage space.
C. learning to run and jump by age four.
D. learning to use wheeled toys.

_______ 8. Because of the noise and physical activity level caused by use of large-muscle toys, their use is
A. best suited to the classroom.
B. best suited to the outdoor learning area.
C. more appropriate for learning center activities.
D. not suitable for toddlers.

_______ 9. Equipment and supplies should be stored near the place they will be used and organized
A. to keep children away from them.
B. so the children can get them out and put them up easily.
C. in case of fire or other emergencies.
D. for inventory purposes.

_______ 10. Time alone activities
A. help children develop independence.
B. are especially good for infants.
C. are better for toddlers than group activities.
D. help children develop social skills.

CHAPTER 6 TEST
Health Awareness and Response

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. The health status of children affects their
A. physical development.
B. mental development.
C. emotional/behavioral development.
D. all of the above.

_______ 2. Healthy children
A. enjoy only group activities.
B. have a negative self-image.
C. are active, alert, and often noisy.
D. have shortened attention spans.

_______ 3. Communicable diseases
A. can be passed from one person to another.
B. cannot be passed from one person to another.
C. tend to increase as a child gets older.
D. are caused by electrical problems in the brain.

_______ 4. Common diseases in group child care settings are
A. diabetes and epilepsy.
B. cystic fibrosis and hyperglycemia.
C. AIDS and allergies.
D. colds, diarrhea, and impetigo.

_______ 5. Symptoms of the common cold include
A. vomiting and diarrhea.
B. fatigue, blisters, and severe itching.
C. runny nose, sneezes, and being overly tired.
D. all of the above.

_______ 6. Illnesses which tend to worsen as a child gets older are called
A. psychomotor seizures.
B. progressively severe illnesses.
C. contagious diseases.
D. handicapping conditions.

_______ 7. A caregiver in charge of a sick child should
A. cover the child with a heavy blanket immediately.
B. check on the child between doing other duties.
C. give the child medication.
D. locate family and health information, when requested by supervisor.

_______ 8. The best way to help a medically special child feel normal is to
A. keep the child separated from other children.
B. help him or her do things when other children are not watching.
C. expect independence and avoid giving the child special privileges.
D. none of the above.

_______ 9. A child taking medication for allergic conditions often
A. becomes nauseous and vomits.
B. is drowsy.
C. needs a sugar snack to avoid becoming ill.
D. has jaundice, fever, and pain in the joints.

_______ 10. When a child goes into a diabetic coma or epileptic seizure,
A. give medication immediately.
B. order other children from the room.
C. give a low sugar content fluid.
D. call for medical help.

CHAPTER 7 TEST
Healthy Child Care Procedures

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. Screening and other health assessment methods are especially important in detecting
A. salmonellosis.
B. progressively severe illnesses.
C. mental illness.
D. food-borne illnesses.

_______ 2. The best way to fight illness is to
A. take medication.
B. visit a specialist.
C. prevent it.
D. take vitamins and rest.

_______ 3. Classroom temperatures that are too warm or too cool may contribute to
A. upper respiratory illnesses.
B. impetigo.
C. salmonellosis.
D. vomiting and diarrhea.

_______ 4. The best way to encourage children to dress themselves is to choose clothing
A. which is colorful.
B. which can easily be removed by the caregiver.
C. and make them practice removing clothes.
D. which is appropriate for their level of development.

_______ 5. Sanitation
A. refers to actions taken to protect people from disease.
B. is a certain type of trash container.
C. is a washable surface in a crib area.
D. is only necessary in food service areas.

_______ 6. Symptoms of salmonellosis or staphylococcus food poisoning are
A. coughing, fever, and chills.
B. nausea, vomiting, and diarrhea.
C. coughing, fever, and diarrhea.
D. abdominal pain, body aches, and fluid in the joints.

_______ 7. It is the responsibility of parents to
A. see that children are immunized.
B. give permission for children to have screening tests.
C. provide up-to-date health records.
D. all of the above.

_______ 8. Immunizations
A. help the body fight all diseases except mumps.
B. are required before a newborn can leave the hospital.
C. help the body develop its own defenses against disease.
D. are not required at all in some states.

_______ 9. Which of the methods below correctly teaches a health concept to young children?
A. a lecture on handwashing
B. punishing a child for having dirty fingernails
C. having children practice covering their mouths when coughing
D. all of the above

_______ 10. The most important reason for keeping accurate health records is so caregivers can
A. provide the best health and emergency care for children.
B. be sure children are immunized.
C. share accurate information with other individuals.
D. inform other employees how and when to use or contribute to the recordkeeping system.

CHAPTER 8 TEST
Safety

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

______ 1. All of the following groups influence the safety regulations for child care centers **except**
A. governmental and funding agencies.
B. the legal profession.
C. the public school system.
D. insurance companies.

______ 2. A safe indoor child care environment should **not** have
A. clear traffic paths.
B. tall shelves and room dividers.
C. uncrowded room arrangements.
D. child-size tables and chairs.

______ 3. The outdoor child care environment should have
A. equipment and play areas close together for better supervision.
B. movable playground equipment for flexibility.
C. several interesting play areas to prevent crowding.
D. hard surfaces to prevent slipping.

______ 4. A safety check tour should
A. be done room-by-room.
B. be rotated by time of day.
C. be rotated by type of activity.
D. all of the above.

______ 5. Caregiver safety inspectors should look for hazards that could cause suffocation, drowning, poisoning, cuts, and falls
A. from a child's point of view.
B. at the request of the fire department.
C. when they have time.
D. only when told by their supervisor.

______ 6. When caregivers locate poisonous substances that are mislabeled or improperly stored or located they should
A. discard the substance into a nearby trash container.
B. correct the problem and report findings and actions to the supervisor.
C. make a mental note to return later and correct the problem.
D. assign another caregiver to correct the problem.

______ 7. The most frequent cause of serious injuries and fatalities on the playground is
A. children hitting each other.
B. swimming pools without lifeguards.
C. falling onto hard surfaces.
D. traffic accidents.

_______ 8. Child care safety begins with a physical environment and is continued with
A. intensive training of caregivers.
B. careful supervision of children.
C. safe interactions among children and caregivers.
D. Both B and C are correct.

_______ 9. Sucking on toys or other objects is common for
A. school-age children.
B. infants.
C. preschoolers.
D. kindergartners.

_______ 10. The age groups that are sure-footed and enjoy running and doing things with their entire bodies are
A. older toddlers, preschoolers, kindergartners.
B. infants, younger toddlers, and younger preschoolers.
C. older infants, preschoolers, kindergartners.
D. all of the above.

_______ 11. The greatest danger of electrical shock occurs when
A. an adult plugs an appliance into an outlet.
B. a person touches moisture and an electrical appliance.
C. electrical outlets are located near food preparation areas.
D. matches are not kept in a locked cabinet.

_______ 12. A child care center safety hazard listed below is
A. children assisting with cooking chores in the kitchen.
B. a water heater located in a locked closet.
C. pots and pans turned away from the front of a stove.
D. cleaning rags being discarded in an outside trash dumpster.

_______ 13. The most common suffocation hazard listed below is
A. storing an old refrigerator with the door removed.
B. having young children help gather garbage in plastic trash bags.
C. serving foods such as soup and ice cream.
D. children using jump ropes when supervised by an adult.

CHAPTER 9 TEST
Handling Emergencies

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. It is in the best interest of children for caregivers to
A. react emotionally to emergencies.
B. be trained in first aid by watching others.
C. follow strict center emergency policies and procedures.
D. call local authorities for help in all emergencies.

_______ 2. When evacuating children from a building during a fire, a procedure that should be observed is to
A. check to be sure evacuation is necessary before leaving the building.
B. send the children out to their assigned place at least 100 feet away from the building.
C. count the children before leaving the room and again outside.
D. all of the above.

_______ 3. A fire extinguisher labeled ABC would put out
A. wood, paper, and rubbish fires.
B. live electrical equipment fires.
C. gas, grease, and other liquid fires.
D. all of the above.

_______ 4. An attention alert signal is a
A. three to five-second, steady, high-pitched tone.
B. warning shown on the bottom of a television screen.
C. report of dangerous weather given by a weatherman.
D. fire warning system.

_______ 5. During a weather or disaster emergency, caregivers should
A. remain calm and be reassuring to children.
B. call local TV stations for information and assistance.
C. call parents to pick up their children.
D. shut off all utilities until the emergency is over.

_______ 6. The first method a caregiver should use to stop severe bleeding is
A. apply pressure at pressure points.
B. apply pressure to the wound.
C. apply a tourniquet.
D. none of the above.

_______ 7. A person giving artificial respiration to a child may stop when
A. the victim is not breathing after six minutes.
B. the victim's heart stops beating.
C. emergency personnel need to be called.
D. medical personnel arrive and take over.

_______ 8. Cold, moist, and pale or bluish skin and a weak and rapid pulse are symptoms of
A. poisoning.
B. head or back injury.
C. shock.
D. allergy.

_______ 9. First aid procedures for shock include
A. keeping the victim warm using a hot water bottle or heating pad.
B. giving the victim fluids if nauseated.
C. turning the victim on his or her stomach to maintain breathing
D. none of the above.

_______ 10. Headaches, dizziness, drowsiness, blurred vision, vomiting, and unconsciousness may be delayed symptoms of
A. poisoning.
B. head injury.
C. shock.
D. severe blood loss.

_______ 11. Child care medical emergencies should be
A. reported to a supervisor.
B. reported to the child's parent.
C. recorded in the child's health record.
D. all of the above.

CHAPTER 10 TEST
Daily Routines

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. Established routines help children
A. feel secure and know what to expect.
B. learn a sense of "time."
C. to learn and practice helping themselves.
D. all of the above.

_______ 2. Information shared in informal communication between parent and caregiver during arrival time
A. may be valuable in helping caregivers understand a child's behavior.
B. should always be written in the child's permanent record.
C. is not important to daily routines.
D. should always be discussed with the child.

_______ 3. A major concern of caregivers on duty at arrival and departure is
A. the safety of the children.
B. positive communications with parents.
C. a constructive learning atmosphere for children.
D. all of the above.

_______ 4. One of the purposes of the daily health check, whether formal or informal, is to
A. threaten children into performing better hygiene routines.
B. prevent the spread of illness among the children.
C. determine if parents are doing a good job of teaching hygiene skills at home.
D. isolate children with poor hygiene from the rest of the children.

_______ 5. Caregivers can best help children improve skills in handwashing, toothbrushing, hair combing, and hair brushing by
A. modeling and positive reinforcement.
B. scolding them when they forget.
C. rewarding them with snacks or food treats.
D. all of the above.

_______ 6. Probably the most important hygiene practice for children to learn is
A. hair brushing.
B. handwashing.
C. hair washing.
D. none of the above.

_______ 7. Meal and snack time should include
A. simple rules that establish a workable routine.
B. rules which do not allow talking at the table.
C. food rewards for those who clean their plates.
D. requiring children with bad behavior to go without snacks.

_______ 8. Toileting routines should take place
- A. in large groups.
- B. just after arrival.
- C. before and after nap time.
- D. only when children ask to use the toilet.

_______ 9. Caregivers should plan the beginning of the rest period so that
- A. older children can play games in the room while younger ones sleep.
- B. a quiet period of stories or poetry comes before nap time.
- C. a period of hard play or exercise comes before nap time so children will be tired.
- D. children can sleep in a different place every day.

_______ 10. Housekeeping chores at a child care center
- A. are all the responsibility of the janitorial staff.
- B. should all be done by caregivers, not children.
- C. are best done at the end of the day rather than wasting learning time.
- D. none of the above.

_______ 11. Confusion and disruptive behavior often occur between activities
- A. when the season changes from winter to spring.
- B. if one child arrives late.
- C. when transitions are not well-planned and smooth.
- D. all of the above.

CHAPTER 11 TEST
Principles and Areas of Development

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. Sensitive periods
A. occur when children get their feelings hurt easily.
B. happen if caregivers cannot cope with children's emotions.
C. are times when a child is affected the most by certain influences.
D. all of the above.

_______ 2. Developmental stages
A. are stages through which only infants progress.
B. are a sequence of stages that can be predicted.
C. happen when children reach school-age.
D. are determined by the activities which caregivers plan for children.

_______ 3. If a child does not master a developmental task
A. he or she may not move on to the next level of development.
B. he or she will mature faster than other children.
C. his or her physical development will slow down.
D. his or her small (fine) muscles will develop before large (gross) muscles.

_______ 4. An example of a developmental task of infancy and early childhood is
A. learning to talk.
B. learning to eat solid food.
C. learning to relate emotionally to others.
D. all of the above.

_______ 5. Children's physical development occurs
A. from the center toward the outside of the body.
B. from the head downward.
C. from the outside toward the center of the body.
D. both A and B are correct.

_______ 6. Which of the following is a principle for normal motor development in children?
A. Activities such as eating with a spoon and hammering nails show large muscle development.
B. Activities such as walking, running, and climbing show small muscle control.
C. Large muscle control develops before small muscle control develops.
D. Small muscle control develops before large muscle control develops.

_______ 7. An infant's first learning happens
A. through the senses.
B. when enrolled in a child care program.
C. by putting together puzzles.
D. through crawling and creeping.

_______ 8. An important part of mental development is
A. sharing toys with another child.
B. talking (language).
C. walking without assistance.
D. both B and C are correct.

_______ 9. A good indication of a child's progress in social development can be seen in how he or she
A. walks.
B. plays.
C. speaks.
D. eats.

_______ 10. All emotions, both positive and negative, should be considered
A. something children should learn to hide.
B. important mainly at the preschool-age when children control their emotions.
C. parts of a child's normal development.
D. all of the above.

CHAPTER 12 TEST
Physical Development

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. Maturation refers to
A. size of a child.
B. growth of a child.
C. the ability to function properly.
D. the stage when puberty begins.

_______ 2. A major developmental task of infancy and toddlerhood is
A. learning to be less willful.
B. learning to be less selfish.
C. growing more nerve cells.
D. gaining voluntary control over physical actions.

_______ 3. When an infant is one month ahead of the norms in achieving a motor skill like crawling, it means
A. the infant is more intelligent than average.
B. the infant is less intelligent than average.
C. little in terms of overall development.
D. professional help should be sought.

_______ 4. Compared to growth during infancy and toddlerhood, growth during early childhood
A. stays the same.
B. slows down.
C. speeds up.
D. speeds up and slows down.

_______ 5. Motor development during early childhood involves
A. gaining better control over muscles and using gross and fine motor skills together.
B. only gaining control over the trunk.
C. only the use of gross motor skills.
D. all of the above.

_______ 6. A factor which stimulates development of the nervous system is
A. use of the senses.
B. sensitive caregivers.
C. good nutrition.
D. all of the above.

_______ 7. Common illnesses for preschoolers are
A. upset stomachs, colds, and meningitis.
B. upset stomachs, polio, and tetanus.
C. colds, whooping cough, and diphtheria.
D. upset stomachs, colds, and ear infections.

_______ 8. Preschoolers usually need

A. ten to twelve hours of sleep at night plus a nap during the day.
B. eight hours of sleep at night plus a nap during the day.
C. ten to twelve hours of sleep at night but no nap during the day.
D. to control their own sleeping schedules.

_______ 9. Good infant nutrition depends on

A. enough calories, proteins, fats, carbohydrates, vitamins, and minerals.
B. beginning solid food by the third month.
C. a carefully scheduled plan exactly followed.
D. taking vitamin supplements.

_______ 10. During the preschool years, children need

A. the same amount of protein per pound of weight as adults need.
B. more protein per pound of weight than adults need.
C. less protein per pound of weight than adults need.
D. little, if any, protein.

_______ 11. In order for a child to inspect and explore surroundings, a toddler learns to use

A. the ability to creep.
B. control of the trunk.
C. eye-hand coordination.
D. the ability to run.

_______ 12. An infant should be fed by

A. a caregiver holding the infant.
B. propping a bottle in the infant's crib.
C. a strict schedule, every five hours.
D. a strict routine, three times each day.

CHAPTER 13 TEST
Emotional and Social Development

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

______ 1. Which of the following is **not** true of self-concept?
A. Self-concept is how children view themselves.
B. Self-concept begins in infancy and is affected by how adults meet the infant's needs.
C. Self-concept is impossible to overcome if negative.
D. Self-concept is influenced during the preschool years.

______ 2. The emotional development of infants and toddlers
A. is not affected by inherited traits.
B. is not affected by the environment.
C. involves temperament, trust, and fears.
D. is affected only by the amount of care given by caregivers.

______ 3. A toddler's normal reaction during his or her newly found sense of autonomy (independence) is
A. separation anxiety.
B. negativism.
C. stranger anxiety.
D. consistency.

______ 4. Discipline means
A. punishing children when they do something wrong.
B. protecting children from harm caused by outsiders.
C. guiding and teaching children to be responsible for their own behavior.
D. all of the above.

______ 5. Caregivers should be aware of gender biases such as
A. encouraging boys to play with trucks instead of dolls.
B. encouraging girls to excel in art instead of running.
C. encouraging girls, but not boys, to keep their clothes clean.
D. all of the above.

______ 6. Extended family members
A. can have a positive effect on a child's developing self-concept.
B. include grandparents, cousins, neighbors, and peers.
C. do not affect development since they are not around the child as much as parents.
D. mainly teach children how to relate to their peers.

______ 7. Infants learn trust through
A. seeing themselves separate from their caregivers.
B. how their peers act toward them.
C. adults recognizing and meeting their basic needs.
D. all of the above.

_______ 8. Which statement that follows might help caregivers avoid getting negative responses from a toddler?
A. Do you want to shop for new shoes today?
B. Do you want to take your bath or brush your teeth first?
C. Are you ready to get ready for bed?
D. Do you want cereal for breakfast?

_______ 9. In school-age children
A. emotional, social, intellectual, and physical factors of development are not related.
B. hormonal changes cause emotions to be calmer.
C. self-image may be affected by outward signs of maturity.
D. loss of confidence in physical control is normal.

_______ 10. Gaining skill and ability in social situations involves
A. gaining a variety of social skills.
B. learning to understand another person's point of view.
C. learning the rules of society.
D. all of the above.

_______ 11. When caring for children, nurturing roles should be carried out by
A. brothers and sisters.
B. mothers.
C. fathers, uncles, and grandfathers.
D. all of the above.

_______ 12. A good response by a caregiver to a preschool child's fear might be to
A. explain the difference between reality and fantasy.
B. provide support and encouragement and show the child that you are not afraid.
C. explain that symbolic thought will help the child to not be afraid.
D. discipline the child until the fear goes away.

CHAPTER 14 TEST
Mental/Intellectual Development

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. Intelligence and cognition
A. relate to intellectual development in completely different ways.
B. have the same basic meaning and can be used interchangeably.
C. do not have the same meaning.
D. none of the above.

_______ 2. Infants deprived of loving contact
A. will have birth defects.
B. will mature morally just as other children.
C. may suffer slower mental development.
D. have a clearer understanding of childhood needs.

_______ 3. In the sensorimotor stage
A. intellectual development involves coordinating motor skills and senses.
B. intellectual development involves learning identities.
C. moral development takes place.
D. physical growth of the brain does not change.

_______ 4. Symbolic thought appears during the last part of the
A. concrete operations stage.
B. sensorimotor stage.
C. formal operations stage.
D. preoperational stage.

_______ 5. Language development begins
A. in the stage of formal operations.
B. in the preoperational stage.
C. with the cries of newborn infants.
D. only after a child shows egocentrism.

_______ 6. Good judgement in young children
A. is influenced by mental abilities.
B. is learned during the sensorimotor stage.
C. has nothing to do with intellectual development.
D. is not related to egocentrism.

_______ 7. The concrete operations stage
A. occurs between the ages of two and seven.
B. involves more complex logic, language, and moral concepts.
C. allows for children to think in an abstract way about "what might be."
D. is based on coordinating motor skills and the senses.

_______ 8. Classification, conservation, and seriation are skills developed in the
A. formal operations stage.
B. preoperational stage.
C. concrete operations stage.
D. sensorimotor stage.

_______ 9. Formal operations
A. come before the preoperational stage.
B. are connected with the beginning of abstract thought.
C. result from learning circular reactions.
D. occur between the ages of seven and thirteen.

_______ 10. Children usually have better language development when
A. they grow up in a city.
B. they start to school at an early age.
C. they learn to explain a process.
D. they have been talked to, read to, and listened to.

CHAPTER 15 TEST
Teaching Strategies

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. With young children, "teachable moments" most often happen through
A. field trips.
B. music learning centers.
C. daily routines.
D. science (discovery) learning centers.

_______ 2. The learning centers in child care programs should
A. be planned to meet specific goals.
B. be planned around favorite activities of the teacher.
C. be set up at child-sized tables.
D. all have computers.

_______ 3. The learning center that is needed for both outdoor and indoor play areas is
A. art.
B. quiet time.
C. manipulative play.
D. wheeled toys.

_______ 4. Besides teaching original and creative thought, art activities mainly help children
A. increase sensory abilities.
B. learn to solve problems.
C. develop large motor skills.
D. make career choices.

_______ 5. Space and equipment needs in the block area should be determined by
A. the sizes, shapes, and colors of the blocks.
B. ages of the children.
C. number of boys in relation to the number of girls.
D. all of the above.

_______ 6. During dramatic play, children can learn about
A. spatial relationships and seriation.
B. eye-hand coordination.
C. interaction with others.
D. all of the above.

_______ 7. Social and emotional development is the **major** goal of the
A. wheel toy learning center.
B. art learning center.
C. dramatic play center.
D. computer center.

______ 8. The language arts learning center **primarily** develops

A. small motor skills.
B. mental abilities.
C. sex role identification.
D. a child's concept of time.

______ 9. One of the most important outdoor learning centers is the

A. woodworking learning center.
B. swinging learning center.
C. slide learning center.
D. sand and water learning center.

______ 10. Field trips

A. enrich the curriculum.
B. help children learn about the world.
C. provide first hand knowledge and observations.
D. all of the above.

CHAPTER 16 TEST
Newborns and Infants

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. Infants are children between the ages of
A. birth to 8 months.
B. 2 to 12 months.
C. birth to 18 months.
D. birth to 12 months.

_______ 2. The care of infants should center around
A. their physical routines and needs.
B. emotional and social development.
C. the concept of object permanence.
D. developing self-centeredness.

_______ 3. Infants develop emotional security through
A. differentiation.
B. object permanence.
C. relations with others.
D. none of the above.

_______ 4. An infant's personal style of behavior is called
A. temperament.
B. differentiation.
C. object permanence.
D. locomotion.

_______ 5. Teaching strategies which would help an infant learn the concept of object permanence might include
A. tickle games.
B. "touch your nose" games.
C. "peek-a-boo" games.
D. all of the above.

_______ 6. Most infants 4 to 8 months old will be able to do all of the following **except**
A. sit without aid from a caregiver.
B. walk with assistance.
C. creep along the floor.
D. grasp an object with entire hand.

_______ 7. Teaching strategies which encourage language development in infants might include
A. repetition games.
B. identification games.
C. reading aloud to them.
D. all of the above.

_______ 8. Small motor skills such as grasping small objects, stroking, and pinching are usually developed between the ages of
A. birth to 4 months.
B. 4 to 8 months.
C. 8 to 12 months.
D. 12 to 16 months.

_______ 9. Teaching strategies which would aid emotional and social development in infants might include
A. making infants do the right thing.
B. praising positive behavior.
C. punishing negative behavior.
D. teaching infants the rules of social behavior.

_______ 10. Reflexive behavior results from
A. intellectual development.
B. communication development.
C. social development.
D. emotional development.

_______ 11. An example of an environmental influence on prenatal development is
A. poor nutrition of the mother.
B. drugs or other chemicals.
C. the measles virus.
D. all of the above.

_______ 12. Adjustments in the body systems of the neonate include all of the following **except**
A. regulation of body temperature.
B. normal circulation of the blood.
C. stable heart rate and blood pressure.
D. rapid weight gain in the first few days.

_______ 13. Physical traits of the newborn include the following **except**
A. ability to control sphincter muscles.
B. states such as dozing, crying, and deep sleep.
C. reflexes such as breathing, coughing, and yawning.
D. use of senses such as seeing light and dark.

CHAPTER 17 TEST
Toddlers

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

______ 1. Toddlerhood occurs between the ages of
A. 24 months to 5 years.
B. 12 months to 1 year.
C. 12 months to 36 months.
D. none of the above.

______ 2. What mental concept is important to the mental/intellectual development of toddlers?
A. object permanence
B. ability to walk or crawl
C. muscle control
D. learning to feed themselves

______ 3. Between 12 to 18 months, toddlers usually
A. are positive about others controlling their behavior.
B. feel emotions of dependence and independence.
C. want to share toys with other toddlers.
D. none of the above.

______ 4. Toddlers
A. cannot identify themselves in a mirror.
B. most often play alone.
C. use words in full sentences.
D. all of the above.

______ 5. The time in toddlerhood when children are gaining more control over large muscle functions and continuing to develop fine motor skills (although preferring large muscle activities) is
A. 12 to 18 months.
B. 18 to 24 months.
C. 24 to 30 months.
D. 30 to 36 months.

______ 6. Most toddlers 18 to 24 months old will be able to do all of the following **except**
A. give their full names.
B. climb up and down the stairs.
C. walk forward, backward, and sideways.
D. twist lids off of jars.

______ 7. Most toddlers are ready for toilet training between the ages of
A. 12 to 18 months.
B. 18 to 24 months.
C. 24 to 30 months.
D. 30 to 36 months.

_______ 8. Telegraphic speech would be best characterized by which sentence below?
A. My arm is hurting.
B. That kid just hit me.
C. See car go.
D. Is it nap time yet?

_______ 9. A good toy for pretend play during late toddlerhood is
A. a puzzle.
B. a toy phone.
C. a rattle.
D. a television.

_______ 10. As they approach their third birthdays, toddlers will
A. spend more time eating, sleeping, and dressing.
B. play by themselves more often.
C. understand most of all language they hear.
D. know between 20 and 40 words.

CHAPTER 18 TEST
Preschoolers

DIRECTIONS: For each item, place the letter of the best answer in the blank to the left of the item.

_______ 1. Preschoolers are children between the ages of
A. 4 to 6 years.
B. 2 to 5 years.
C. 3 to 5 years.
D. 2 to 4 years.

_______ 2. Norms
A. are what is average for different age groups.
B. tell caregivers how all children will develop.
C. tell ages at which children will reach certain levels of development.
D. all of the above.

_______ 3. All of the following describe physical development in most three-year olds **except**
A. steady growth.
B. improving balance.
C. toilet trained.
D. no sense of rhythm.

_______ 4. Three-year olds
A. have an expanding memory.
B. usually have best friends.
C. have a fairly long attention span.
D. write with pencils easily.

_______ 5. Encouraging children to talk about fears and reinforcing positive behaviors are examples of teaching strategies for
A. mental/intellectual development.
B. emotional/social development.
C. language development.
D. physical development.

_______ 6. The process of thinking abstractly usually begins to develop at
A. age three.
B. age four.
C. age five.
D. age six.

_______ 7. Most five-year olds can concentrate on one activity
A. no more than five minutes.
B. 15 to 20 minutes.
C. 30 minutes or more.
D. for one hour.

_______ 8. Teaching strategies for the physical development of five-year olds might include
A. "beanbag toss" games.
B. "four square" games.
C. musical and movement activities.
D. all of the above.

_______ 9. All of the following are characteristics of five-year olds **except**
A. cooperative and friendly.
B. improved small muscle coordination.
C. use two to three-word sentences.
D. a sense of humor.

_______ 10. All of the following are characteristics of four-year olds **except**
A. emotional independence.
B. improved control of large muscles.
C. physically hard to control and noisy.
D. enjoy playing with other children.

CHAPTER 19 TEST
School-Age Care

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. Most children in school-age care are
A. 18 months to 2 years old.
B. 6 through 9 years old.
C. 5 through 15 years old.
D. all of the above.

_______ 2. All of the following are characteristics of school-age children **except**
A. prefer quiet activities instead of active sports.
B. like games such as jacks that use small muscles.
C. feel that friends are very important.
D. enjoy real conversations with adults.

_______ 3. With school-age children, caregivers should be aware of the following developmental problems **except**
A. overactive behavior.
B. vision and hearing problems.
C. destructive behavior.
D. quiet behavior.

_______ 4. A staff/child ratio is
A. the number of hours a staff person spends with a child compared with the total hours the child is at the child care facility.
B. the number of children enrolled for each caregiver on the staff.
C. a measure of the staff's ability to control children.
D. all of the above.

_______ 5. Which of the following is **not** a factor to include in planning space use for a child care facility?
A. easy movement between indoor and outdoor play areas
B. a home base area
C. access to a kitchen
D. observation booths for caregivers

_______ 6. The main purpose of teaching with creative drama is to
A. teach children to perform plays for audiences.
B. teach children to talk to each other.
C. help children to put ideas and feelings into physical actions.
D. all of the above.

_______ 7. Helping children to care for living things teaches
A. them to be humane and gentle.
B. responsibility.
C. about life cycles of living things.
D. all of the above.

________ 8. An advantage of summer school-age programs is
A. more time for different opportunities.
B. more chances to move activities more quickly.
C. chances for mostly indoor activities.
D. the chance for shorter-range projects.

________ 9. A major guideline to remember in working with school-age children is to
A. push children to perform as quickly as possible.
B. apply guidance principles to fit their developmental levels.
C. enforce the rule against having clubs.
D. insist that children complete their activities in groups.

________ 10. Older school-age children are best challenged by
A. projects requiring use of large motor skills.
B. make believe.
C. working by themselves on activities.
D. real-life projects and activities.

CHAPTER 20 TEST
Development in Children with Special Needs

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

______ 1. Special needs in children may be caused by
A. environmental factors.
B. hereditary factors.
C. both environmental and hereditary factors.
D. neither environmental nor hereditary factors.

______ 2. In contrast to other children, for learning, the mentally retarded child needs more
A. repetition.
B. time.
C. step-by-step instructions.
D. all of the above.

______ 3. Most common traits of children with learning disabilities include
A. hyperactivity, perception problems, and poor memory.
B. greater than average ability to learn, reason, and create.
C. profound or severe mental retardation.
D. blindness, hearing problems, and allergies.

______ 4. An example of a sensory handicapping condition is
A. having a learning disability.
B. having a prosthesis.
C. being hyperactive-aggressive.
D. being partially sighted.

______ 5. Which of the following guidance techniques is **not** appropriate for children with special needs?
A. Plan and adjust the environment to maximize each child's potential.
B. Show sympathy by doing tasks for the child.
C. Stress similarities among children, not differences.
D. Help each child learn self-help skills.

______ 6. Gifted children often show advanced development in
A. thinking, reasoning, and creating.
B. height, weight, and strength.
C. hopping, skipping, and jumping.
D. all of the above.

______ 7. The caregiver plays an **active** role in
A. assessment of special needs.
B. diagnosing special needs.
C. observing for special needs.
D. labeling special needs.

_______ 8. The recommendations of special needs professionals should be

A. the responsibility of parents.
B. the responsibility of health professionals.
C. reviewed by the child care screening committee.
D. followed by the caregiver.

_______ 9. In a mainstreamed environment, children with special needs are

A. grouped by the nature of their special need.
B. grouped by their intellectual ability.
C. cared for in a regular child care or educational setting.
D. cared for in a special child care or educational setting.

_______ 10. In a mainstreamed environment for children with visual or physical handicaps,

A. keep the room arrangement fairly constant.
B. decrease variety in play equipment.
C. provide play equipment to be used only by the special needs children.
D. avoid group activities.

_______ 11. To promote positive interactions in a mainstreamed child care environment,

A. separate gifted and talented children from other special needs children.
B. use structured transition activities.
C. plan small group experiences that require the participation of all children in the group.
D. call attention to individual differences of special needs children.

CHAPTER 21 TEST
Guidance and Child Behavior

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

______ 1. Positive guidance techniques include
A. helping children control their own behavior.
B. telling children what to do.
C. punishing children for wrong behavior.
D. using personal ideas about what appropriate behavior is.

______ 2. Actions and reactions which start from thoughts and feelings make up
A. community values.
B. intellectual development.
C. behavior.
D. developmental skills.

______ 3. Guidance techniques can promote
A. prosocial behavior.
B. moral development.
C. self-concept development.
D. all of the above.

______ 4. When adults do not recognize and encourage appropriate behavior, children may
A. need stimulation of new experiences.
B. resort to problem behavior.
C. develop autonomy.
D. exhibit self-control.

______ 5. The first step in dealing with problem behavior is
A. objective observation.
B. gaining control of the situation.
C. calling the child's parents.
D. punishing the child fairly.

______ 6. Caregivers should
A. always follow personal assumptions about inappropriate behavior.
B. base their values on community values only.
C. follow different guidance policies for different children.
D. always follow the center's guidance policy.

______ 7. Which principle below does **not** make up a positive child guidance philosophy?
A. Effective communication is essential between child and caregiver.
B. Children must experience the consequences of their actions.
C. Children must always be told what to do in order to achieve the fullest benefits from activities.
D. Children deserve respect from adults and from other children.

_______ 8. Which of the following is **not** a general guidance guideline?
A. Model positive behavior.
B. Encourage initiative.
C. Communicate at the child's level.
D. None of the above.

_______ 9. Prosocial behaviors are
A. things done to help other people.
B. skills used by children at parties.
C. methods of apologizing to others.
D. ways to promote conflict.

_______ 10. Adults should respond to aggressive behaviors
A. by ignoring them.
B. with immediate, intimidating behavior.
C. with equally aggressive behavior.
D. in non-aggressive ways.

_______ 11. Appropriate strategies for dealing with children's aggressive behaviors include
A. interaction.
B. independence.
C. extinction.
D. self-control.

_______ 12. When caregivers notice or reinforce undesirable behavior, they are practicing
A. prosocial behavior reinforcement.
B. negative reinforcement.
C. positive reinforcement.
D. undesirable reinforcement.

CHAPTER 22 TEST
Facility Management

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. Minimum child/staff ratios
A. are set by the state licensing agency.
B. are set by each individual child care center.
C. depend on the experience of each individual caregiver.
D. can be set by city governing boards.

_______ 2. The main advantage of having more caregivers than the minimum standards require is
A. children have more space for activities.
B. each child gets more individual attention.
C. caregivers can work better in large groups.
D. materials last longer with smaller groups.

_______ 3. When deciding where to place learning centers, it is important to allow for
A. easy access to the kitchen/dining area.
B. activity and noise level of each learning center.
C. amount of outdoor space available.
D. enough materials for activities.

_______ 4. Boundaries between indoor learning centers
A. keep children from going back and forth between activities.
B. should be rigid, rather than flexible.
C. help children tell where an activity begins and ends.
D. all of the above.

_______ 5. Traffic flow should be routed around
A. quiet areas.
B. block building areas.
C. manipulative activity areas.
D. all of the above.

_______ 6. Planning for outdoor space differs from indoor space because
A. large playground equipment may already be in place.
B. there is no need for an area for quiet time.
C. there are no state licensing standards for outdoor space.
D. large muscle activity areas are the only ones used.

_______ 7. An adequate variety of materials can best be provided by
A. buying the newest materials on the market.
B. making sure there are two toys for every child.
C. rotating or changing materials from time to time.
D. selecting child-sized items for use by children.

_______ 8. Consistent planning of regular daily events
A. provides an effective guide for developmental levels.
B. helps children feel secure and self-confident.
C. prepares children for unexpected activities.
D. does not help with smooth transitions.

_______ 9. Flexible schedules
A. allow children to make some choices.
B. provide a framework for each day.
C. provide for large blocks of unstructured time.
D. all of the above.

_______ 10. The advantage of locating a child care facility in a stable neighborhood is that
A. the rent on the building is less expensive.
B. it creates a positive image.
C. the facility will have a larger playground area.
D. all of the above.

_______ 11. Outdoor learning space should
A. be some distance away from the indoor facility.
B. be level and not landscaped.
C. provide areas for sand play, water play, wheeled toys, gardening, and running.
D. all of the above.

_______ 12. For indoor learning space, licensing standards in Texas require at least
A. 20 square feet per child.
B. 30 square feet per child.
C. 70 square feet per child.
D. 100 square feet per child.

_______ 13. Support area space in a child care center includes
A. administration, food service, and staff area space.
B. entry, parent area, and observation space.
C. housekeeping, storage, and parking space.
D. all of the above.

CHAPTER 23 TEST
Child Care Program Organization/Administration

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. An effective child care program director
A. models good work habits.
B. exhibits professional appearance and behavior.
C. uses good time management techniques.
D. all of the above.

_______ 2. Setting program goals and objectives is a step in
A. communicating.
B. implementing.
C. planning.
D. organizing.

_______ 3. The function of management which connects all other functions together is
A. planning.
B. communicating.
C. implementing.
D. evaluating.

_______ 4. The child care program director has responsibility for
A. all aspects of the child care program.
B. the curriculum only.
C. the health and safety program but not the curriculum.
D. financial and facility management but not the health and safety program.

_______ 5. The person with overall responsibility for setting up and maintaining records on children and their families, personnel records, and financial records is the
A. teacher.
B. board chairperson.
C. caregiver.
D. director.

_______ 6. Child care licensing standards are enforced through
A. inspections.
B. self-reports.
C. accrediting agencies.
D. registration documents.

_______ 7. To help assure privacy of child care and family records,
A. each teacher should follow his or her own record keeping system.
B. only records required by licensing standards should be kept.
C. the director should instruct employees how to keep records confidential.
D. records should never be shared with a child's teacher.

_______ 8. The child care program director
A. works independently of the board of directors.
B. answers to the board of directors.
C. dictates policy to the board of directors.
D. brings minor problems to the board of directors.

_______ 9. The item below that is **not** a step in starting a new child care program is to
A. formulate program philosophy, goals, and objectives.
B. follow procedures of the state licensing agency.
C. make out the payroll.
D. develop the curriculum.

_______ 10. A community child care needs assessment
A. is useful for new programs only.
B. can help determine program changes for established programs.
C. is the same as an advertising campaign.
D. all of the above.

_______ 11. Child care policies and procedures
A. should be reviewed from time to time, based on feedback.
B. should be developed and reviewed by the director alone.
C. should be communicated verbally but not distributed in written form.
D. do not need to reflect program goals or objectives.

_______ 12. To be licensed, a child care program must meet
A. local building code and zoning standards.
B. local and state health and sanitation standards.
C. state child care licensing standards.
D. all of the above.

_______ 13. In most states, child care licensing inspections are conducted once or twice a year and may be
A. unannounced.
B. revoked.
C. voluntary.
D. unreported.

_______ 14. Child care accreditation standards are usually
A. determined by the state's Department of Education.
B. determined by the state's child care licensing agency.
C. lower than state minimum licensing standards.
D. higher than state minimum licensing standards.

CHAPTER 24 TEST
Curriculum Management

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

______ 1. The person who selects and guides the child care curriculum committee is the
A. board chairman.
B. owner.
C. director.
D. teacher.

______ 2. The factor below which affects the child care curriculum is
A. services offered.
B. grouping patterns.
C. licensing services.
D. all of the above.

______ 3. Which of the following is **not** true of an instructional program model?
A. Children learn through exploring their environment.
B. Caregivers show, or instruct, children how to do various tasks.
C. The instructional model has been incorporated into the Head Start program.
D. Children know their limits and learn to be dependable.

______ 4. Which of the following questions should be considered in developing a center's philosophy of child caregiving?
A. How do children learn?
B. What should children wear?
C. What hours should the center be open?
D. all of the above.

______ 5. In a discovery program model
A. certain materials and equipment can be chosen for specific experiences.
B. a child's strongest talents are likely to be overlooked.
C. children may miss valuable experiences because of interest in a few self-selected activities.
D. children learn to cooperate and follow instructions.

______ 6. Curriculum goals are
A. related mainly to physical development of children.
B. long-range goals.
C. developed for new child care programs only.
D. short-range goals.

______ 7. The value of play can be preserved when a caregiver
A. provides variety by supplying children with all toys available.
B. provides certain toys for boys and different toys for girls.
C. allows children to choose teams and compete against each other.
D. avoids making children self-conscious about play.

_______ 8. The factors which affect child care scheduling include
A. age, developmental level, and background experiences of the children.
B. number of children, length of the school day, and transportation.
C. purpose of the center, arrangement and use of space, and needs of the children.
D. all of the above.

_______ 9. Daily schedules
A. should be rigid to give the children security.
B. should be flexible in order for children to finish projects and activities.
C. are solely for the benefit of caregivers and the director.
D. are necessary for new programs but not for established programs.

_______ 10. The person who should be notified of any health or safety emergency that occurs at a child care center is the
A. curriculum coordinator.
B. secretary.
C. director.
D. licensing official.

_______ 11. When a caregiver observes a child and records the child's behavior by writing down a single event or episode, the caregiver is using
A. a developmental check list.
B. events sampling.
C. an anecdotal record.
D. time sampling.

CHAPTER 25 TEST
Food Service Management

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. The director's most important consideration in child care food service management is
A. saving money on foods purchased.
B. seeing that nutritious meals and snacks are served.
C. monitoring meal and snack-time practices.
D. planning cycle menus.

_______ 2. The five essential nutrients are
A. milk and cheese; vegetables and fruits; meat, poultry, fish, and beans; breads and cereals; and fats and sweets.
B. juice, milk, bread, meat, and eggs.
C. iron, calcium, phosphorus, water, and calories.
D. protein, carbohydrates, fats, vitamins, and minerals.

_______ 3. Protein
A. helps build new body tissue.
B. provides the body's energy needs.
C. promotes healthy skin and vision.
D. regulates body processes.

_______ 4. The food group that includes liver, chicken, beans, and nuts is
A. breads and cereals.
B. fats and sweets.
C. meat, poultry, fish, and beans.
D. vegetables and fruits.

_______ 5. The information that gives recommended serving sizes and number of daily servings for the essential food groups is
A. nutrition.
B. cycle menus.
C. RDAs.
D. Daily Food Guide.

_______ 6. Empty calories often lead to
A. anorexia or bulimia.
B. tooth decay and obesity.
C. carbohydrate deficiency.
D. ascorbic acid disease.

_______ 7. Cycle menus are useful because
A. they allow foods to be economical, nutritious, and easily prepared.
B. children prefer to eat familiar foods often.
C. they involve the use of easy-to-prepare convenience foods.
D. the same menu can be repeated every week.

_______ 8. Which item below is **not** a wise food management practice?
A. Order to specification.
B. Purchase from many suppliers.
C. Check deliveries.
D. Refrigerate fresh produce, dairy products, and meats.

_______ 9. The danger zone for food temperature is
A. 32-45° F.
B. 45-140° F.
C. 140-165° F.
D. 165-212° F.

_______ 10. In child care settings, meals served family style feature
A. the children and caregivers eating with parents.
B. food served on trays by food service staff.
C. filled plates set on the table in advance of seating the children.
D. children and caregivers serving themselves from serving bowls set on the table.

CHAPTER 26 TEST
Financial Management

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. When seeking funding from a governmental or charitable agency, a child care program must submit a
A. journal.
B. ledger.
C. proposal.
D. voucher.

_______ 2. Factors which influence the fee charged for child care services include
A. local health codes.
B. program costs and community standards.
C. regulations of the Small Business Administration.
D. methods of financial record keeping.

_______ 3. Using a method to figure when costs and income balance is known as
A. a profit margin.
B. the parent's fee for child care services.
C. the accounting equation.
D. a break-even analysis.

_______ 4. A record keeping system whereby all receipts and bills are reported to an accounting firm is known as a/an
A. accounts payable system.
B. voucher system.
C. double-entry system.
D. quarterly reporting system.

_______ 5. Single-entry bookkeeping requires use of
A. only an adding machine or calculator.
B. an accountant.
C. government funding.
D. a general journal, general ledger, an income ledger, and a payroll ledger.

_______ 6. The item below that is **not** a required payroll deduction is
A. health insurance.
B. FICA.
C. withholding tax.
D. social security.

_______ 7. Inventory records are useful for
A. reordering materials.
B. keeping track of supplies and equipment.
C. planning maintenance.
D. all of the above.

_______ 8. A cash flow calendar can help a director
A. know when to raise tuition fees.
B. prepare an income statement.
C. plan expected income and expenses each month.
D. identify assets and liabilities at the end of the year.

_______ 9. Liability insurance is a must for child care centers in areas in which
A. risk and potential loss are high.
B. risk is high and potential loss is low.
C. special services are offered.
D. worker's compensation insurance does not apply.

_______ 10. Strategies for controlling costs in a child care center include
A. voucher system, social security, and insurance premiums.
B. budgeting, watching cash flow, and conservation.
C. general ledger, general journal, and start-up budget.
D. all of the above.

CHAPTER 27 TEST
Parent, Community, and Professional Relationships

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. Open communication between parents and child caregivers
A. encourages too many complaints by parents.
B. leads to conflicts between caregivers and parents.
C. is important to the development of children.
D. is important for the director's licensing records.

_______ 2. The strategy below that does **not** promote positive parent/center relationships is
A. informal discussion of a child's problem behavior at departure time.
B. cumulative information about a child's development, shared at a parent conference.
C. parent newsletters.
D. parent meetings.

_______ 3. The most important information in a parent handbook is
A. ways parents can be involved in the center.
B. dates of scheduled meetings.
C. list of supplies parents need to supply for the child.
D. statement of the program's philosophies, policies, and services.

_______ 4. In handling parent/teacher differences, the director should advise the teacher to
A. postpone a conference as long as possible, since most differences usually resolve themselves.
B. examine his or her competence as a teacher.
C. involve the director as soon as the difference occurs.
D. hear the parents out; they have a right to make suggestions about the care their children receive.

_______ 5. Parents may be involved in the child care program as
A. members of a planning committee.
B. members of a policy making committee.
C. volunteers working with children as aides.
D. all of the above.

_______ 6. When a parent has a complaint regarding a child caregiver, he or she should **first**
A. talk to the director.
B. talk to the board of directors.
C. talk to the caregiver.
D. remove the child from the program.

_______ 7. The director establishes relations with community services and agencies to do all of the following **except**
A. ask them to develop guidance policies for the child care program.
B. establish resources for center information and consultation.
C. make referrals for children and families.
D. carry out the management responsibilities of the director.

______ 8. Community volunteers in child care centers

A. need no screening because they are sure to be competent in working with children.
B. should not be used because of the risk involved.
C. should be screened and evaluated with the same care used in screening and evaluating employees.
D. do not need to attend an orientation session.

______ 9. What question should be asked when developing a marketing strategy for a child care center?

A. What audiences do you want to reach?
B. What is the purpose of the marketing effort?
C. What is the best way to communicate the information to the selected audience?
D. all of the above.

______ 10. Professional networking is a

A. community organization.
B. sharing of information and ideas among professionals.
C. system of airing administrative complaints.
D. social organization among child caregivers.

Chapter Tests Answer Key

CHAPTER 1 TEST	CHAPTER 2 TEST	CHAPTER 3 TEST	CHAPTER 4 TEST
1. C	1. C	1. D	1. C
2. D	2. D	2. B	2. B
3. A	3 D	3. D	3. A
4. D	4. D	4. C	4. D
5. D	5. C	5. A	5. B
6. B	6. A	6. C	6. D
7. D	7. D	7. A	7. C
8. B	8. A	8. B	8. B
9. D	9. B	9. C	9. C
10. A	10. C	10. B	10. A
		11. A	
		12. D	

CHAPTER 5 TEST	CHAPTER 6 TEST	CHAPTER 7 TEST	CHAPTER 8 TEST
1. C	1. D	1. B	1. C
2. B	2. C	2. C	2. B
3. C	3. A	3. A	3. C
4. A	4. D	4. D	4. D
5. D	5. C	5. A	5. A
6. C	6. B	6. B	6. B
7. A	7. D	7. D	7. C
8. B	8. C	8. C	8. D
9. B	9. B	9. C	9. B
10. A	10. D	10. A	10. A
			11. B
			12. A
			13. B

CHAPTER 9 TEST

1. C
2. C
3. D
4. A
5. A
6. B
7. D
8. C
9. D
10. B
11. D

CHAPTER 10 TEST

1. D
2. A
3. D
4. B
5. A
6. B
7. A
8. C
9. B
10. D
11. C

CHAPTER 11 TEST

1. C
2. B
3. A
4. D
5. D
6. C
7. A
8. B
9. B
10. C

CHAPTER 12 TEST

1. C
2. D
3. C
4. B
5. A
6. D
7. D
8. A
9. A
10. B
11. C
12. A

CHAPTER 13 TEST

1. C
2. C
3. B
4. C
5. D
6. A
7. C
8. B
9. C
10. D
11. D
12. B

CHAPTER 14 TEST

1. B
2. C
3. A
4. B
5. C
6. A
7. B
8. C
9. B
10. D

CHAPTER 15 TEST

1. C
2. A
3. B
4. A
5. B
6. D
7. C
8. B
9. D
10. D

CHAPTER 16 TEST

1. D
2. A
3. C
4. A
5. C
6. B
7. D
8. C
9. B
10. A
11. D
12. D
13. A

CHAPTER 17 TEST	CHAPTER 18 TEST	CHAPTER 19 TEST	CHAPTER 20 TEST
1. C	1. C	1. B	1. C
2. A	2. A	2. A	2. D
3. B	3. D	3. D	3. A
4. B	4. A	4. B	4. D
5. B	5. B	5. D	5. B
6. A	6. B	6. C	6. A
7. C	7. B	7. D	7. C
8. C	8. D	8. A	8. D
9. B	9. C	9. B	9. C
10. C	10. A	10. D	10. A
			11. C

CHAPTER 21 TEST	CHAPTER 22 TEST	CHAPTER 23 TEST	CHAPTER 24 TEST
1. A	1. A	1. D	1. C
2. C	2. B	2. C	2. D
3. D	3. B	3. B	3. A
4. B	4. C	4. A	4. A
5. A	5. D	5. D	5. C
6. D	6. A	6. A	6. B
7. C	7. C	7. C	7. D
8. D	8. B	8. B	8. D
9. A	9. A	9. C	9. B
10. D	10. B	10. B	10. C
11. C	11. C	11. A	11. C
12. D	12. B	12. D	
	13. D	13. A	
		14. D	

CHAPTER 25 TEST	CHAPTER 26 TEST	CHAPTER 27 TEST
1. B	1. C	1. C
2. D	2. B	2. A
3. A	3. D	3. D
4. C	4. B	4. D
5. C	5. D	5. D
6. B	6. A	6. C
7. A	7. D	7. A
8. B	8. C	8. C
9. B	9. A	9. D
10. D	10. B	10. B

Activity Book Answer Key

CHAPTER 1

ACTIVITY 1-3

1. False – As more women work outside the home, the need for child care services increases.
2. False – Many unemployed parents who do not need child care services are choosing child care for their children because of an awareness of the importance of helping their children grow in different areas.
3. True
4. True
5. False – It is projected that by 1990 there will be 57% more children with single mothers who are employed.

ACTIVITY 1-5

Across

1. custodial
6. extended
7. comprehensive
9. funded
11. curriculum
12. children
13. half

Down

2. services
3. developmental
4. individual
5. group
8. hours
10. full

ACTIVITY 1-6

1. infants
2. employer
3. cost
4. schedules
5. public

CHAPTER 2

ACTIVITY 2-2

1. entry-level
2. level 3
3. Associate
4. professional management
5. training
6. education levels
7. child development director
8. entry-level
9. early childhood specialists
10. children

ACTIVITY 2-3

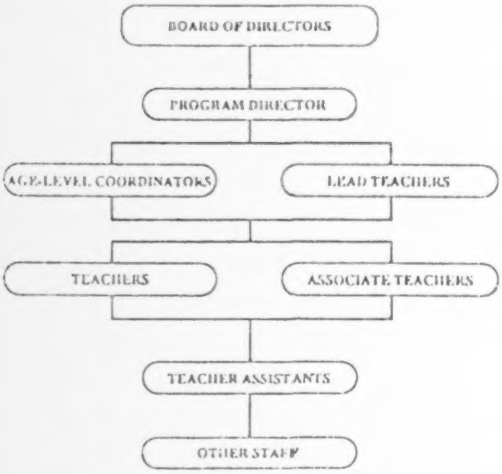
1. Mrs. Garcia attended college for about four years to receive a bachelor's degree.
2. None. A child care aide holds an entry-level position.
3. She could have gone to school for two years to receive an associate degree or she could have received a Child Development Associate (CDA) Credential by reaching certain goals through work and training as a child caregiver.
4. Mr. Robertson must receive a master's or doctor's degree in early childhood education or he must work at least three years in a level 3 job.

ACTIVITY 2-5

1. True
2. False – Job openings can be found in a variety of ways.
3. True
4. False – If possible, apply for work at several different child care centers.
5. False – If only an address is given in a job listing, a letter of application and resumé should be sent.
6. True
7. False – A typed resumé should be submitted to a potential employer.
8. False – Usually, an application is filled out as part of an interview.
9. True
10. False – A job applicant should show interest in a job by asking questions during an interview.
11. False – An important part of any job is cooperation with co-workers.
12. False – Except in emergencies, do not do jobs which you were not assigned involving the children.
13. True

CHAPTER 3

ACTIVITY 3-2



1. Board of Directors – governing body responsible for managing, guiding, and running the child care program.
2. Program Director – responsible for planning, carrying out, and checking the program; hiring, training, supervising, and dismissing workers; communicating with parents; meeting licensing standards; and handling finances for the program.
3. Age-Level Coordinators – in charge of the educational program for a certain age or group; work with director to plan the overall program; help with staff decisions and problems; supervise staff; communicate with parents of children in their groups; and may teach a group of children.
4. Lead Teachers – same as age-level coordinators.
5. Teachers – report to age-level coordinator or to the director. Responsible for the children they teach; for communicating with parents; and for leading the educational program for their group.
6. Associate Teachers – same as teachers
7. Teacher Assistants – may help with a group of children; arrange equipment and supplies for activities; straighten up activity areas; or assist with snacks and lunches.
8. Other Staff – may include a secretary/receptionist, cook, and custodian. These workers play various important roles to benefit children.

ACTIVITY 3-4

1. G
2. B
3. E
4. A
5. D
6. H
7. I
8. C

ACTIVITY 3-5

1. True
2. False – Caregivers should be team members and volunteer to help others when time allows.
3. False – Caregivers should work toward the goals of the center while at work.
4. True
5. False – Caregivers should have children ready when parents return for them.
6. False – Caregivers should report only positive examples of a child's behavior to parents.
7. True
8. False – Caregivers should keep information about the family and the child care center confidential.
9. True
10. False – It is important to both reach the goals and follow the rules of the center.
11. False – Caregivers should give only information which they are authorized to give to parents.

ACTIVITY 3-6

1. information
2. recorded
3. accidents
4. changes
5. help
6. evidence
7. dangerous
8. before
9. well-being

ACTIVITY 3-7

1. Liability
2. responsible
3. written
4. employee
5. standards
   policies

ACTIVITY 3-9

1. child caregiver
2. child
3. private setting
4. supervisor
5. investigation

CHAPTER 4

ACTIVITY 4-2

1. physical
2. Parents
3. Social development
4. sex
5. Non-sexist
6. siblings
7. belonging
8. mind
9. conscience
10. pressure
11. social
    emotional

ACTIVITY 4-3

1. Providing transportation for her children each day can be a problem since family members have to go to three different locations.
2. Darla is poor since she cannot find a job. Her lack of education and work experience make her problems harder to solve. As a result of poverty, she would not be able to afford quality child care, medical care, food, clothing, etc.
3. When a child is sick and the single-parent cannot stay home from work, extra stress is placed on the family. Will is torn between having to be at work to prevent losing his job and needing to take care of Blake while the child is sick.
4. It is common for both families to have their own ways of doing household tasks. The different values and attitudes of the two families may also cause conflicts. Young childen may have problems adjusting to such changes. Olivia and Henry should be patient and understanding with the children.

ACTIVITY 4-5

1. True
2. False – Different religious beliefs held by different families affect values and behavior children learn from their parents.
3. True
4. False – The amount of money a family has affects the development of their children in several ways.
5. False – Children who move to a new place may have special problems in adjusting. Meeting new friends and being in a strange place can be difficult.

ACTIVITY 4-6

1. Peer pressure
2. group
3. Television
4. models
5. society
6. culture
7. social institutions
8. socialization

ACTIVITY 4-7

1. Yes
2. No
3. No
4. Yes
5. Yes
6. No

CHAPTER 5

ACTIVITY 5-2

1. indoor
2. indoor
3. outdoor
4. indoor
5. outdoor
6. outdoor
7. outdoor
8. indoor
9. indoor
10. outdoor
11. indoor
12. indoor
13. indoor
14. outdoor
15. indoor
16. outdoor
17. outdoor
18. outdoor
19. outdoor

ACTIVITY 5-3

1. furnishings
2. sizes
3. sturdy
4. storage space
5. hook
6. teachers
7. Cribs
8. carpeting
9. Equipment
10. Supplies
11. developmental level
12. outdoors
13. toddlers
14. preschoolers
15. Food service

ACTIVITY 5-4

1. negative
2. climate
3. stress
4. noise
5. felt
6. fun

Summary Sentence: Feelings

ACTIVITY 5-5

1.
2. X
3. X
4. X
5.
6. X
7.
8. X
9. X
10. X
11.
12.
13. X
14. X

ACTIVITY 5-6

1. A
2. B
3. B
4. A
5. D
6. C

CHAPTER 6

ACTIVITY 6-2

1. health
2. physical
   mental
3. damage
4. recognition
5. healthy

ACTIVITY 6-3

1. X
2. X
3. X
4.
5. X
6.
7.
8. X
9. X
10.
11.
12.
13. X
14.
15.
16. X
17.

ACTIVITY 6-4

Runny nose, sneezes, coughs
Flushed face and hot, dry skin
Raised temperature
Unusual paleness or coldness
Large amounts of sweating unexpectedly
Sore throat
Hoarse or husky voice
Swollen glands
Watery or glassy appearance of the eyes
Pain in ear, head, chest, stomach, abdomen, or joints
Nausea, vomiting, diarrhea
Rash, bumps, or breaking out of skin
Stiff back or neck
Convulsions, seizures, or attacks during which a child stiffens and twitches

ACTIVITY 6-5

Across

1. a condition with symptoms of severe itching and scratching and small, raised, reddened areas on the skin
4. an intestinal disorder common to children enrolled in group child care
6. a disease characterized by a red-brown rash appearing after the 4th day with first symptoms similar to fever and colds
10. a disease causing fatigue, profound loss of appetite, yellowish skin, dark brown urine, and light-colored stool
12. a highly contagious condition caused by tiny insects that live on blood which they suck from the scalp
13. a disease passed from person to person causing circular patches on the skin and/or bare spots on the scalp
16. a condition also known as pinkeye

Down

1. a type of sore throat
2. a condition which causes pain and difficulty in swallowing
3. a contagious disease which can cause fever, stiff neck, nausea, vomiting, and loss of consciousness
5. a condition causing blisters that break open and form crusty sores
7. a variety of sore throat which can only be diagnosed by a doctor; causes headache, fever, sore throat, swollen glands in the neck, and possible nausea and vomiting
8. a disease with an incubation period of 14-21 days and characterized by a pink to red rash
9. a childhood disease with symptoms of slight fever and small blisters which scab over
11. a disease causing sudden chills, sudden high fever, headache, body aches, sore throat, and coughing
14. a disease causing pain and swelling over the jaw and in front of the ear
15. a condition causing runny nose, sneezing, and fatigue

ACTIVITY 6-7

1. Comfort Amy until her parent(s) arrive(s).
2. Isolate Amy from the other children to prevent spreading germs.
3. Do not give medication to Amy unless her parents and the teacher have authorized you to do so.
4. Make Amy comfortable by helping her to lie down, remove her shoes or outer clothing, and place a cover on her if she is cold. Call her by her name and help her to relax. Place a container near Amy in case she gets sick at her stomach. Remind her where the bathroom is.
5. Stay with Amy and watch her carefully.
6. Report your observations to your supervisor.
7. Locate health and family information if the teacher asks for it.

ACTIVITY 6-8

1. False – An allergy is a chronic illness.
2. True
3. False – Some allergy medications cause drowsiness.
4. False – It is most important to watch a diabetic child's diet. The child should eat at regular times, avoid sugar, and get enough protein.
5. False – Sugar-free snacks midway between meals are usually needed by diabetic children.
6. True
7. False – Epilepsy is usually treated with a single dose of a drug given at bedtime.
8. True
9. True
10. False – Only caregivers who are nurses or doctors are qualified to give shots of any kind.
11. False – It is best to encourage these children to try new experiences and to give them the chance to do things for themselves.
12. True

CHAPTER 7

ACTIVITY 7-2

1. Screening tests
2. progressively
3. spread
4. State
5. guarantee
6. parents
7. health history
8. Health observations
9. parents

ACTIVITY 7-3

1. True
2. True
3. False – You can limit the number of children seated at tables or playing in each area. During nap time, arrange children head-to-foot to prevent them from breathing in each other's faces.
4. True
5. False – Doors and windows should be opened for fresh air when the weather permits.
6. True

ACTIVITY 7-4

1. Mrs. Rutherford should consider the fact that temperature levels in a child care center may be very different from temperature levels at home or outside. She should be sure that Bobby will not be too cool inside the center if dressed in shorts and a tank top.
2. Since accidents do happen with young children, it is best for them to wear clothes that are comfortable, durable, and washable to the center. It is also a good idea for parents to send an extra set of clothing to the center in case of an emergency or accident.
3. The parents should choose their children's clothing for the children's levels of development. They should choose clothing which is easy for children to use. For example, toddlers cannot manage tight necklines and buttons or zippers in the back. Young children who are being toilet trained need soft elastic waistbands. Shoes should be chosen which have closures that are easy for children to handle.

ACTIVITY 7-5

1. Use soap and warm running water.
2. Rub hands vigorously while washing.
3. Wash backs of hands, wrists, between fingers, and under fingernails well.
4. Rinse hands well.
5. Leave the water running.
6. Dry hands with a disposable paper towel.
7. Turn off the water using a paper towel instead of bare hands.

1. Before preparing food
2. Before serving food
3. After diapering an infant or toddler
4. After assisting children with toileting
5. After sneezing, coughing, or using facial tissue
6. After going to the toilet

ACTIVITY 7-6

1. energy
2. appetite
3. accidents
4. weight
   growing
5. obesity
6. Bleeding
7. Cracks
8. alert

Summary Sentence: Variety

ACTIVITY 7-7

1. False – Some communicable diseases are preventable through immunization.
2. False – Parents, not secondary caregivers, are responsible for seeing that children are immunized.
3. True
4. True
5. False – State licensing standards usually require parents to show proof of immunization before a child can be enrolled in a child care center.
6. False – Teachers may remind parents of immunization timetables but they are not required by law to do so.

ACTIVITY 7-8

1. training
2. together
3. example
4. Caregivers'
5. explain
6. frequently
   dispose
7. learning
8. Cooking
9. growth chart
10. practice

ACTIVITY 7-9

1. Providing the best possible health and emergency care for children
2. Fulfilling licensing requirements
3. Protecting child care programs and child care employees from liability

CHAPTER 8

ACTIVITY 8-2

1. curiosity
2. open flame
3. liquid
   surfaces
4. electrical shocks
5. physical barriers
6. kitchen
7. water heater
8. inspections
9. Combustible materials
10. exits
11. Flammable materials
12. Spontaneously combustible materials
13. stored
14. Baking soda

ACTIVITY 8-3

1. Appliances should be plugged into an outlet that children cannot see or cannot reach. Outlets should actually be above children's reach, covered with an outlet cover, or hidden from view. Electric cords should be hidden as much as possible so children will not be tempted to touch.
2. Mrs. Mendoz should not have left Robby with an electrical appliance, especially near a source of water. Since water is a good conductor of electricity, people can receive electrical shocks if they touch an electrical appliance and moisture at the same time. Children or caregivers should not use any appliances near water or a source of water.

ACTIVITY 8-4

1. The light brown liquid could be poisonous and should be labeled.
2. Flammable substances such as gasoline and lighter fluid should not be stored near flammable materials such as the items for the flea market.
3. Poinsonous substances should not be stored in a place where children may reach them such as the shed where the toys are stored.

ACTIVITY 8-5

1. True
2. False – Entrapment happens when a child gets his or her body or head trapped in a narrow space. It can lead to hanging.
3. False – A child can drown in a very small amount of water, even water that is less than an inch deep.
4. False – An old refrigerator should be stored with the door removed or should be belted and locked shut.
5. False – Hazards which could cause cuts include toys and equipment needing repair, having sharp or pointed edges, or which are not appropriate for the age of the children who use them. Broken glass and other sharp objects such as sticks are common hazards.
6. True
7. True
8. False – The most frequent cause of serious injuries on playgrounds is falling onto hard surfaces, especially asphalt and concrete.
9. True
10. False – Children should enter and leave cars from the side of the car closest to the building or the curb.
11. True
12. False – Allowing children to play with stray animals can be hazardous since an animal could bite children, be sick, be dirty, or carry germs which could cause disease.

CHAPTER 9

ACTIVITY 9-3

1. reporting
2. caregivers
3. panic
4. children
5. telephone
6. oxygen
7. yourself
8. ingredients
9. escape

Report the following:
the address of the child care center
the type of fire
the location of the fire in the building
the size of the fire
the name of the child care center
your name

ACTIVITY 9-4

1. A
2. C
3. B
4. worse

PULL – pin
AIM – extinguisher nozzle at the base of the fire
SQUEEZE – or press the handle
SWEEP – side to side at base of fire until fire goes out

ACTIVITY 9-5

1. You should remain calm and give a simple explanation about what is happening to reassure the children. You should also move the children away from windows and any metal equipment in the building.
2. All child care employees should know their center's procedures for responding to a tornado. During a tornado watch, child care activities should continue as usual, with the center director staying alert for further information on radio and television. During a tornado warning, persons close to the storm should take cover immediately. If time allows, children may be evacuated to a nearby basement, cellar, or reinforced concrete building. Children should be kept away from windows. You should speak calmly as you instruct and comfort children.
3. In most cases, a warning is given in time for parents to pick up their children before a hurricane strikes. In the event that a hurricane strikes suddenly or is very severe, the child care center needs specific plans for how and when to evacuate or how to gain protection in the building. A note should be made that parents must be notified if children are moved to another location.
4. The child care center should be prepared to keep children overnight, if necessary. Centers can prepare by keeping emergency food and blanket supplies. Caregivers should be told not to move children to a different location during a blizzard unless local authorities assist with the move.
5. The greatest danger during an earthquake is from falling objects. Parts of buildings may also crack and/or crumble. Caregivers should be told to move children quickly to parts of the building with the most structural support. The safest places are usually interior doorways, closets, bathrooms, and under sturdy tables. Because of the possibility of aftershocks, children should be kept in a safe area after the major shock is over.

ACTIVITY 9-6

1. bell used to warn of a fire emergency.
2. the teacher quickly.
3. in the bathroom and other places where they might not be easily seen.
4. stay together as a group near the teacher.
5. the children quickly before leaving the room and when outside.
6. any tasks assigned you
7. the day's class roll and the emergency file containing parents' names and phone numbers.
8. 200 yards away from the building.
9. in a group
   watch them constantly.
10. Comfort the children
11. the weather as best as possible.
12. any child to a stranger.
13. clearance is given by the center director or local authorities.
14. the center's plans for relocation
    the center director gives instructions.

ACTIVITY 9-7

1. False – A caregiver should notify the center director or an assigned caregiver. One caregiver should stay with the child while someone calls the parent.
2. False – The supervisor or staff person responsible should be notified at once if a child becomes ill.
3. True
4. True
5. False – It is very important that a parent comes quickly to the hospital or doctor's office. Sometimes doctors and hospitals will not begin treatment without the parent present.

ACTIVITY 9-8

Across

1. absorbs
4. washcloths
6. First Aid
7. unplug
8. injury
9. Calamine
11. minor
12. caustic
13. head or neck
16. Activated charcoal
18. running water

Down

2. bleeding
3. Thermometers
5. Syrup of ipecac
10. gauze bandages
14. shock
15. severe
17. CPR

ACTIVITY 9-9

1. A
2. C
3. B
4. C
5. C

CHAPTER 10

ACTIVITY 10-2

1. Arrival, Departure
2. Arrival
3. Departure
4. Departure
5. Arrival
6. Arrival
7. Arrival
8. Departure
9. Arrival, Departure
10. Arrival, Departure
11. Departure
12. Arrival
13. Departure
14. Arrival, Departure

ACTIVITY 10-3

1. health
2. illness
3. informal
4. formal
5. frighten
6. symptoms
7. arrangements
8. health record

ACTIVITY 10-4

1. Hands should be dried with a disposable towel or a personal cloth towel. Disposable towels should be placed in a trash container after one use. If children use cloth towels, each child should use his or her own towel. Cloth towels should be washed once a week.
2. Children should wash their hands before and after eating, after toileting, and after playing with modeling clay, play dough, dirt, or other substances.
3. Teeth should be brushed after each meal and each child's toothbrush should be clearly marked with the child's name or special symbol and hung in a clean place.
4. Modeling and positive reinforcement can be used.
5. Each child should use a personal comb and/or brush, for cleanliness.

ACTIVITY 10-5

1. B
2. B
3. B
4. A
5. B
6. A
7. A
8. B
9. A
10. A

ACTIVITY 10-6

1. self-image
2. independence
3. physical
4. tease
5. consistent
6. accidents
7. groups
8. Regression
9. flush
10. praise
11. time
12. clothing
13. fasteners

ACTIVITY 10-7

1. Agree
2. Disagree
3. Agree
4. Disagree
5. Agree

ACTIVITY 10-8

1. True
2. False – There are basic housekeeping rules which should be taught to children.
3. True
4. False – An example of a daily housekeeping task for children is putting up toys after an activity period.
5. False – Caregivers should not insist that classrooms be so clean and tidy that children are uncomfortable. Children should clean up after each activity.
6. True

CHAPTER 11

ACTIVITY 11-2

1. Infancy and early childhood
2. Infancy and early childhood
3. Middle childhood
4. Infancy and early childhood
5. Infancy and early childhood
6. Middle childhood
7. Middle childhood
8. Infancy and early childhood

Summary Sentences: Sequence
Sensitive Periods

ACTIVITY 11-3

1. B
2. B
3. A
4. D
5. B
6. C
7. A

ACTIVITY 11-4

1. B
2. C
3. C
4. C
5. A

ACTIVITY 11-4 (continued)

1. Solitary play
   Up to 18 months of age
   The child plays alone with toys.
2. Parallel play
   18 months to about 3 or 4 years
   The child plays beside but not with, nearby children.
3. Associative play
   3 or 4 years old to middle childhood
   Children participate in games or activities together.
4. Cooperative play
   Middle childhood (7 to 8 years and older)
   Children participate in organized team sports and other activities. Children work together as a team.

ACTIVITY 11-5

1. force
2. master
3. encourage
4. experiences
5. senses
6. explore
7. language
8. listener
9. hearing
10. familiar
11. needs

CHAPTER 12

ACTIVITY 12-2

1. systems
2. brain
3. three
4. ten
   six
5. muscles
6. spurt
7. two
8. agility
9. puberty
10. later

ACTIVITY 12-4

1. Infancy
2. Toddlerhood
3. Toddlerhood
4. Infancy
5. School-Age
6. Toddlerhood
7. Infancy
8. Preschool-Age
9. Preschool-Age
10. Toddlerhood
11. Toddlerhood
12. Toddlerhood

ACTIVITY 12-5

1. False – Bottles should never be propped up into infants' mouths while they are lying in their cribs because they may choke.
2. False – Nutrients found in a mother's breast milk and infant formulas are usually well-balanced.
3. True
4. True
5. False – Most infants eat soft cereals and strained foods by the middle of the first year.
6. False – Children should not be forced to eat amounts which may be too much for them.
7. False – The need for sleep levels off in adolescence to seven to eight hours per day.
8. False – Most preschoolers need ten to twelve hours of sleep at night and a nap during the day.
9. True
10. False – A mother's breast milk provides a child protection from many diseases, but the effect does not last long.
11. True

CHAPTER 13

ACTIVITY 13-2

1. Agree
2. Disagree
3. Disagree
4. Agree
5. Disagree
6. Agree
7. Agree
8. Disagree
9. Disagree
10. Disagree

ACTIVITY 13-3

1. feelings
2. behavior
3. curiosity
4. language
5. adapt
6. fears
7. peers
8. Gender identity
9. parents'
10. siblings

ACTIVITY 13-4

1. A
2. C
3. B
4. D
5. A
6. C

CHAPTER 14

ACTIVITY 14-2

1. intelligence
2. cognition
3. activities
4. quotient
5. chronological
6. biased
7. standardized
8. sensory

Summary Statement:
Caution

ACTIVITY 14-4

1. ST
2. LD
3. LD
4. OP
5. OP
6. CR
7. LD
8. LD
9. ST
10. ST

ACTIVITY 14-5

1. X
2. X
3. X
4.
5.
6.
7.
8. X
9. X
10. X
11.
12. X

ACTIVITY 14-6

1. B
2. C
3. D
4. B
5. A
6. C
7. C

CHAPTER 15

ACTIVITY 15-2

1. convenience
2. places
3. goals
4. outdoor
5. individual
6. several
7. planned
8. changed
9. motivate
10. clean-up

ACTIVITY 15-4

4 A	1 B	3 C	2 D
1 E	2 F	4 G	3 H
2 I	3 J	1 K	4 L
3 M	4 N	2 O	1 P

Total 10

CHAPTER 16

ACTIVITY 16-2

Rebus Answer: Environmental Factors

1. Poor nutrition of mother
2. Viruses
3. Drugs and toxic chemicals
4. Stress and emotional upsets

ACTIVITY 16-3

1. B
2. C
3. B
4. A
5. D
6. C
7. A

ACTIVITY 16-4

1. Breathing
2. Sneezing
3. Coughing
4. Gagging
5. Yawning
6. Vomiting
7. light and dark
8. human faces
9. more slowly
10. happens with maturation
11. an observable biological behavior
12. stimulation
13. experiment

ACTIVITY 16-5

1. security
2. sequence
3. support
4. roll over
5. movement
6. trust
7. health
8. speech
9. details
10. sweet
11. relations
12. temperament
13. senses
14. communicate
15. differentiation

ACTIVITY 16-6

1. False – Teaching strategies used with infants should meet their basic physical needs and aid in development.
2. True
3. False – Caregivers should use diaper changing time for pleasant interaction with infants. Music and a mobile might help.
4. False – Caregivers should stimulate the infant's sense of hearing by providing a variety of pleasant sounds. Human voices are best.
5. True
6. True
7. False – It is best if caregivers respond quickly and consistently to infants' needs.
8. False – Infants respond differently. Some are quiet and some are active, showing different temperaments.
9. True

ACTIVITY 16-7

1. routine
2. support
3. creeping
4. interactions
5. voluntary
6. teething
7. sounds
8. emotions
9. anxiety
10. gradually
11. attachments
12. cooing
13. babbling

ACTIVITY 16-8

1. Yes
2. Yes
3. Yes
4. No
5. No
6. No
7. Yes
8. Yes
9. Yes
10. Yes
11. No

ACTIVITY 16-9

1. crawling
2. possessive
3. communicate
4. routines
5. mobility
6. eight to ten
7. solid
8. bite
9. predictable
10. preferences
11. negative
12. familiar
13. permanence
14. associate
15. scribble

ACTIVITY 16-10

1. Approved – physical
2. Approved – emotional/social
3. Approved – physical
4. Approved – intellectual/language
5. Not Approved
6. Not Approved
7. Not Approved
8. Not Approved
9. Approved – emotional/social
10. Approved – physical

CHAPTER 17

ACTIVITY 17-2

1. X
2. X
3.
4.
5.
6. X
7.
8.
9.
10. X
11. X
12. X
13. X
14. X
15. X
16. X
17.
18.
19.
20.

ACTIVITY 17-3

1. SD
2. NA
3. NA
4. PD
5. ED
6. ED
7. ILD
8. ILD
9. SD
10. NA

ACTIVITY 17-4

Physical Development

1. A
2. B
3. A

Emotional Development

1. A
2. B
3. B

Social Development

1. B
2. B
3. A

Intellectual and Language Development

1. A
2. A
3. A

ACTIVITY 17-5

1. F
2. G
3. E
4. B
5. H
6. J
7. I
8. A
9. C
10. D

ACTIVITY 17-6

1. Improved eye-hand coodination and improved small muscle control
2. Short attention span
3. Children are in different stages of toilet training and need the chance to complete toileting without pressure
4. Desire to please others and assist caregivers with tasks
5. Need for approval and praise for successes
6. Like to show affection
7. Enjoy large-muscle activities
8. Show emotions such as anger; have trouble sharing
9. Gradually recognize how others feel
10. May try to comfort others
11. Enjoy parallel play more than group activities
12. Are learning basic shapes and colors

ACTIVITY 17-7

1. Agree
2. Disagree
3. Disagree
4. Agree
5. Disagree
6. Agree

ACTIVITY 17-8

1. frustrating
2. possessive
3. cooperate
4. learning
5. pretend
6. toilet
7. think
8. self
9. hit

ACTIVITY 17-9

1. self-help
2. activities
3. experiment
4. routines
5. muscle
6. feelings
7. control
8. talking
9. doing
10. pretend

Summary Statement: Safety

CHAPTER 18

ACTIVITY 18-2

1. A norm is what is "average" for a certain age group.
2. Each child is an individual and may develop at different rates than other children. One child may differ in developing different behaviors or skills. For example, a child may develop physical skills rapidly but might have limited language skills.
3. Programs for children who attend school part of the day should reinforce and complement other "school" experiences.
4. The discovery model involves caregivers allowing children to learn at the right moment during play. The instructional model involves use of teaching strategies that are led or begun by a caregiver.

ACTIVITY 18-3

1. memory
2. attention
3. repetition
4. punishment
5. rest
6. busy
7. advanced
8. steady

ACTIVITY 18-4

1. Not Appropriate
2. Physical Development
3. Emotional/Social Development
4. Intellectual/Language Development
5. Physical Development
6. Physical Development
7. Physical Development
8. Emotional/Social Development
9. Not Appropriate
10. Intellectual/Language Development
11. Not Appropriate
12. Emotional/Social Development
13. Intellectual/Language Development

ACTIVITY 18-5

Across

1. muscles
2. stutter
3. fantasy
4. names
5. noisy
6. fears
7. sentences
8. active

Down

2. stubborn
3. fists
9. relationships
10. why
11. challenge
12. energy
13. sociable
14. brag
15. hands

ACTIVITY 18-6

1. True
2. True
3. False – Caregivers should increase outdoor activity time to provide time for running and active play.
4. True
5. False – Four-year-olds are sociable and like to play with other children. Time should be allowed for them to play together.
6. False – If a caregiver ignores a four-year-old's bad behavior, he or she is using negative reinforcement with the child.
7. True
8. False – Children should be encouraged to talk about their fears. Caregivers may read stories that tell about fears other children have.
9. True
10. True

ACTIVITY 18-7

Across

1. fantasy
2. meaning
3. words
4. energy
5. Small
6. quieter

Down

1. friendly
2. mistakes
7. laughing
8. conflict
9. alarming
10. sentences
11. longer

ACTIVITY 18-8

1. emotional
2. intellectual
3. formal
4. abilities
5. eye-hand
6. cooperation
7. sentences

Summary Statement: Forced

CHAPTER 19

ACTIVITY 19-2

1. C
2. A
3. B
4. D
5. A
6. D
7. B

ACTIVITY 19-4

1. X
2. X
3.
4. X
5. X
6. X
7.
8.
9. X
10. X

ACTIVITY 19-5

1. Agree
2. Disagree
3. Disagree
4. Agree
5. Agree

CHAPTER 20

ACTIVITY 20-2

1. Environmental factors which can create special needs in children include illness, poor nutrition, accidents, and child abuse.
2. A handicap is any condition which prevents, delays, or interferes with a child's normal growth and development.
3. The four categories of mental retardation are mild, moderate, severe, and profound.
4. These children may be slower than average in some areas of their development. They need more time and more repetition to learn new tasks.
5. Traits of learning disabilities in young children may include hyperactivity, impulsiveness, perception problems, and poor memory.
6. Task analysis involves breaking down a job into small steps. Multi-sensory training helps children learn through use of several senses at one time. Behavior modification is a method of changing a person's behavior through consequences for specific behaviors.

ACTIVITY 20-3

1. C
2. C
3. A
4. D
5. B
6. C
7. D
8. D
9. B
10. B
11. A
12. A
13. D

ACTIVITY 20-4

1. achievement
2. different
3. inherited
4. stimulating
5. advanced
6. resource
7. observation
8. leadership

ACTIVITY 20-5

1. True
2. True
3. False – A screening program does not give final answers about children's problems. Professionals must make decisions.
4. False – The first step in the referral process is to schedule a meeting with the child's parents.
5. False – Caregivers should not diagnose a child's problems. Specialists, teachers, or center directors explain problems to parents.
6. True
7. True
8. False – It is almost always best for special needs children to be cared for with children that are not exceptional.
9. True

ACTIVITY 20-6

1. The schedule may need to be more structured than usual. Limit choices given to a special needs child during free time. Good transitions should be planned. Check task completion. Delay transitions if needed.
2. Arrange surroundings properly. Plan and follow a well-balanced daily schedule. Plan learning experiences which promote cooperation. Use naturally occurring events to promote positive interactions.
3. Caregivers can encourage and praise uniqueness, creativity, and variety. They can point out individual differences in a positive or matter-of-fact manner.
4. The major goal is independent living. Caregivers should allow handicapped children to perform everyday tasks that they can do for themselves.
5. Children need love, security, safety, and good surroundings to stimulate development. They need to feel good about themselves and feel they have some control.
6. Mainstreaming is the care and education of special needs children in a regular child care or school setting.

CHAPTER 21

ACTIVITY 21-2

1. change
2. control
3. guide
4. techniques
5. sequence
6. activities
7. frustration
8. physical
9. social
10. watching
11. examples
12. self-concept
13. sensory
14. self-control

ACTIVITY 21-3

1. Child Care Center Philosophies
2. Parent Philosophies
3. Community Philosophies
4. Parent Philosophies
5. Caregiver Philosophies
6. Child Care Center Philosophies
7. Caregiver Philosophies

ACTIVITY 21-4

1. Happy Face
2. Sad Face
3. Sad Face
4. Sad Face
5. Sad Face
6. Happy Face
7. Happy Face
8. Happy Face
9. Sad Face
10. Sad Face

ACTIVITY 21-5

Aross

1. What results when a child is frustrated or wants something from someone else but cannot get it
3. When a caregiver works directly with a child
7. When caregivers display desirable behavior for children to follow
9. When children try things and see the results of their actions, this is learned.
11. These are made to protect health, property, and the rights of others.
13. To pay close attention to what a child says
14. Leads children to a new activity related to their play at the time in order to resolve conflict
15. Being willing to risk trying new things
16. When children deal with, show, and understand their emotions

Down

1. To get on the child's level and listen closely; use words and sentences the child will understand
2. Leads the child to become involved in a different activity in order to resolve conflict
4. A direct guidance method used to teach children to take turns and resolve their conflicts
5. When children are allowed to pick between two activities
6. To always follow the same principles or practices
8. Children's development of this skill is greatly influenced by modeling of caregivers.
10. Controlling children's choices in order to guide their behavior; may be stated as rules
12. Helps a caregiver decide when to get involved and also helps prevent conflict between children

ACTIVITY 21-6

1. Subjective
2. Objective
3. Subjective
4. Subjective
5. Objective

Firm Communication

Description – Caregivers should say clearly that they understand a child's feelings. Caregivers should be firm.

Situation – Cindy wants to play with the ball Jack has. She kicks Jack in the shin and takes the ball. The caregiver firmly explains to Cindy that it is understood she wants to play with the ball, but kicking is not nice.

Extinction

Description – In order to prevent aggressive behavior in the future, caregivers should not reward aggressive behavior.

Situation – David hits Jimmy and takes Jimmy's toy truck. The caregiver talks with David and returns the truck to Jimmy.

Time-Out

Description – A caregiver requires a child to be by himself or herself for five minutes or less.

Situation – Nola spits on Drew, pulls his hair, and runs in circles screaming. The caregiver places Nola in time-out and explains to Nola why she is there.

ACTIVITY 21-7

1. +
2. –
3. –
4. +
5. –

CHAPTER 22

ACTIVITY 22-2

1. child/staff ratios
2. Regulations
3. image
4. audience, program
5. support

ACTIVITY 22-3

1. separate
2. interaction
3. Boundaries
4. active
5. excited
6. corners
7. rotated

ACTIVITY 22-4

1. False – As much thought and planning should be given to outdoor space as to indoor space.
2. True
3. False – There should be enough equipment and materials so children do not have to wait a long time for their turns.
4. True
5. True

ACTIVITY 22-5

1. Yes
2. No
3. No
4. No
5. Yes
6. No
7. Yes
8. Yes

ACTIVITY 22-6

1. A maintenance calendar is a special calendar organized for the purpose of reminding the director which maintenance tasks need to be done.
2. inspect and service heating system
3. inspect and service cooling system
4. inspect and service water heater
5. inspect electrical system
6. inspect plumbing
7. inspect interior building structure
8. inspect exterior building structure
9. inspect concrete sidewalk, parking area, paving
10. inspect locks and security devices
11. provide for insect control
12. maintain ground (yards, garden, play surfaces)
13. inspect outdoor equipment
14. inspect fence and gates

CHAPTER 23

ACTIVITY 23-3

A 3	B 1	C 2	D 4
E 1	F 4	G 3	H 2
I 4	J 1	K 3	L 2
M 2	N 4	O 1	P 3

Total 10

ACTIVITY 23-4

1. √
2. √
3. √
4. √
5. X
6. √
7. √
8. √
9. X
10. X
11. √
12. √
13. √
14. √
15. √
16. √
17. √

ACTIVITY 23-5

Background Information

1. Child's full name, address, and birthdate
2. Parents' names, home and business addresses, and telephone numbers
3. Name, address, and telephone number of person to contact in case of emergency
4. Names, addresses, and telephone numbers of doctor and/or clinic to contact in case of emergency

Health Information

5. Childhood diseases and illnesses prior to enrollment
6. Information on accidents and illnesses while enrolled
7. Symptoms or observations about child while at the center
8. Immunization records
9. Medication records, written permission to give medication, and records of medication given

Enrollment and Attendance Information

10. Date of enrollment
11. Daily attendance record
12. Notes concerning reasons for absences
13. Signed statement about who can pick up child from the center
14. Date of discharge or termination

Developmental Information

15. Notes of child's progress in development
16. Notes about parents' personal objectives for the child
17. Record of problems apparent with the child's daily experiences

ACTIVITY 23-6

1. access
2. written
3. private
4. ethics
5. orientation
6. policies
7. Remind
8. permission

ACTIVITY 23-7

1. 4
2. 9
3. 3
4. 1
5. 2
6. 12
7. 7
8. 10
9. 6
10. 8
11. 11
12. 5

ACTIVITY 23-8

A. A needs assessment is done to determine the demand for the goods and services to be provided before starting a business. This is one way to insure program success and find out child care needs of the community.

B. They should learn how many families want or need child care, the number and ages of children who need child care, where parents prefer to go for child care, what hours would be most convenient, what kinds of experiences are desired for children, what fees are considered feasible, and what services may be needed.

C. State or local agencies (the city's planning office or the United Way) may be able to provide information on characteristics of the population. A needs assessment survey can be conducted by mail or phone.

ACTIVITY 23-9

1. B
2. D
3. C
4. A
5. B

ACTIVITY 23-10

1. Disagree
2. Disagree
3. Agree
4. Disagree
5. Disagree

ACTIVITY 23-11

Across

3. remove
6. enrolled
9. inspections
10. inspected
11. ages
12. length

Down

1. Developmental
2. standards
4. protect
5. qualifications
7. provisional
8. records

CHAPTER 24

ACTIVITY 24-2

1 - 9

Head Start
Federally funded programs
Franchise
Employer-sponsored
Church affliiated
Sole-proprietorship
Partnership
Corporation
University or community college affliiated

10 - 23

infant care
toddler care
preschool care
extended day (afterschool) care
evening or weekend care
school-age programs
drop-in care
bilingual programs
mainstreaming
extended health care services
family counseling
parent education
transportation
special classes

ACTIVITY 24-3

1. A
2. A
3. B
4. A
5. A
6. B
7. B
8. B
9. A
10. A
11. A
12. B

ACTIVITY 24-4

1. objective
2. objective
3. objective
4. goal
5. goal
6. objective
7. goal

ACTIVITY 24-5

1. An evaluation technique which has columns for checking whether a child displays a certain behavior or not. The lists of skills or behaviors may focus on one or more type(s) of development such as language or motor development. Usually, approximate ages that behavior is expected are given.
2. A recording of a single event or episode in a child's day. For example, a teacher might write down what a child said and did during mealtime.
3. A continuous recording of a child's behavior during a longer time period. For example, a teacher might observe a child's activities during an hour when he or she is involved in a certain activity. A chronological record would be kept of everything the child does during that hour.
4. Involves observing a child's behavior at certain points in time. The teacher would observe the child in regard to some area such as social interactions. Every five minutes, the teacher would check the type of social interactions observed by using a chart.
5. Involves recording how often a behavior occurs during a prescribed time period. The teacher makes marks on a tally sheet to record frequency of occurance of a certain behavior.

ACTIVITY 24-6

1. abilities
2. length
3. policies
4. needs
5. weather
6. seasons
7. quickly
8. space
9. number
10. play

ACTIVITY 24-7

1. Avoid getting too involved in children's play.
2. Avoid providing toys which are not age-appropriate. Do not use toys at the wrong times.
3. Avoid providing too many toys. Do not overwhelm a child by giving too many choices.
4. Avoid providing separate activities for girls and boys. Do not prohibit boys and girls from doing the same activities.
5. Avoid encouraging serious competition. Do not allow winning to become more important than playing.

ACTIVITY 24-9

1. True
2. False – Few programs can afford all the materials and equipment they would like to have.
3. True
4. False – Caregivers should notify the teacher or director when the stock of supplies is low.
5. False – Creative directors and caregivers will find inexpensive or free sources for many materials and supplies.

CHAPTER 25

ACTIVITY 25-3

1. Protein or Calcium, Vitamin A
2. Protein
3. Vitamin C
4. Iron, B Vitamins
5. B Vitamins
6. Vitamin C
7. Iron
8. Iron
9. Starches, Carbohydrates
10. Fats or Protein
11. Vitamin A
12. Starches, Carbohydrates
13. Sugar, Carbohydrates
14. Fats
15. Vitamin C
16. Vitamin A

ACTIVITY 25-4

1. Repair of damaged tissue and growth of new tissue
2. Meet the body's energy needs
3. Provide energy; help the body use certain vitamins
4. Promotes healthy skin and vision; promotes normal growth
5. Helps the body use minerals needed for bone and tooth development
6. Breaks down carbohydrates, fats, and protein during digestion; growth and blood formation
7. Helps the body use minerals; helps in the healing process by forming new tissue
8. Bone growth and hardening; formation of teeth
9. Necessary for healthy blood

ACTIVITY 25-5

1. ice cream
   cheese
2. potato
   tomato
   cauliflower
   green beans
   carrots
3. hamburger patty
   tuna
   peanuts
   chicken
4. macaroni noodles
   rice
   spaghetti noodles
   oatmeal
5. butter
   chocolate chip cookies
   cake

ACTIVITY 25-6

1. Agree – Good nutrition helps children develop in all areas to the best potential.
2. Disagree – A child's birth weight usually triples within the first year, the time of fastest growth.
3. Disagree – Children need a wide variety of foods, even if they have a smaller appetite and slowed growth rate.
4. Agree – Foods with empty calories are often high in sugar and promote tooth decay and obesity.
5. Disagree – "Empty calories" describes food that contains few nutrients and is high in calories.

ACTIVITY 25-7

1. False – Cycle menus are repeated during a season.
2. True
3. False – Several people should be involved in menu planning.
4. False – A menu planning committee can meet four times a year or once a season.
5. False – Children should not be allowed to nibble throughout the day.
6. True

ACTIVITY 25-8

1. Identify items to be purchased.
2. Use amount on hand as a basis for deciding how much to order.
3. Let past and expected use guide you.
4. Buy for a set period of time.
5. Keep inventory as low as possible.
6. Order to specification.
7. Buy the quality needed at the lowest cost.
8. Beware of bargains.
9. Deal with reliable and reputable suppliers or purveyors.
10. Purchase locally from a few suppliers.

Cabinet	**Refrigerator**	**Freezer**
dry cereal	cheese	orange juice concentrate
canned corn	milk	frozen fish sticks
macaroni noodles	lettuce	chicken
canned tuna fish	fresh carrots	ice cream
crackers	fresh tomatoes	frozen fruit treats
cookies	chicken	

ACTIVITY 25-9

Food service equipment needed for use in a child care program:

Hand sink
Shelving for dry storage
Utensils
Cutlery
Refrigerator
Range with oven
Mixing Bowls
Freezer
Ventilating system over cooking equipment
Pots and pans
Measuring equipment
Work tables or counters
Three-compartment dishwashing sink

ACTIVITY 25-10

1. handles
2. sanitize
3. separate
4. hair
5. base
6. health
7. apron
8. clean
9. handling
10. Wash
11. cut

ACTIVITY 25-11

1. B
2. C
3. D
4. A
5. B

CHAPTER 26

ACTIVITY 26-2

1. Tuition fees
2. break-even analysis
3. government
4. funding agencies
5. funds
6. proposal
7. budget
8. incorrectly
9. lump sum
10. exact

ACTIVITY 26-3

1. All checks are written from a business checking account. Fees are received and recorded. Information is submitted to an accounting firm. Expenses are recorded on vouchers.
2. A general journal is a book in which financial events are written down each day as they happen. Each event is described and the date and dollar amounts are recorded. An account number tells where to post a transaction in the ledgers.
3. Rent, food, equipment, and utilities
4. The payroll ledger has a separate account for each employee. It shows deductions taken from each employee's paycheck.
5. An in-kind contribution is a non-cash resource donated to the program. It includes volunteer time, free use of building space, and supplies donated for children's use. In-kind contributions represent real funding and should be recorded with a dollar value so true program costs can be figured.

ACTIVITY 26-4

1. gross wages
2. Deductions
3. Federal Income Tax Withholding
4. voluntary
5. health insurance
6. net wages
7. payroll ledger
8. FICA
   Small Business Administration

ACTIVITY 26-5

1. True
2. False – A variety of methods can be used to keep inventory records. The director decides which will work best.
3. False – Consumable supplies such as food need to be inventoried regularly.
4. True
5. True
6. False – Classroom inventory records show what is missing or in need of repair.
7. True
8. False – A classroom inventory can help in reordering materials.

ACTIVITY 26-6

Rebus Answer: Salaries and Benefits

1. rent
2. utilities
3. supplies
4. food
5. equipment
6. training

ACTIVITY 26-7

1. Protects employees who might be injured on the job; pays for medical bills and loss of salary until employee returns to work; required in all states
2. Required for all non-profit businesses; pays former employees who file for unemployment benefits
3. Protects program from loss due to neglect; covers bodily injury, property damage, emergency medical expenses, and legal costs
4. Pays for damages from a lawsuit for libel or slander
5. Applies to programs which rent or lease a building
6. Coverage ranges from bodily injury to uninsured motorist; child care programs owning vehicles should be fully insured.

ACTIVITY 26-8

1. No
2. Yes
3. Yes
4. No
5. No
6. Yes
7. No
8. Yes
9. Yes

CHAPTER 27

ACTIVITY 27-2

1. Consistent guidelines can be used at home and at the center; the child knows what is expected of him or her.
2. The accomplishments of the child and the frustration with the child can be shared. Parents and teachers can better understand the child's level of development.
3. Parents and teachers have the opportunity to support each other. Each adult can be a listener for the other when problems arise.
4. Parent and teacher conferences prevent a lack of communication.

ACTIVITY 27-3

1. –
2. +
3. +
4. +
5. +
6. –
7. +

ACTIVITY 27-4

1. admit
2. caregiver
3. policy
4. interest
5. blaming
6. director
7. angry
8. change
9. express
10. competence
11. care
12. feelings
13. governing
14. disagreements

ACTIVITY 27-5

1. volunteer
2. donating
3. area
4. involved
5. work schedules
6. long-range

ACTIVITY 27-6

Community Resources:
agencies
services
volunteer workers

ACTIVITY 27-8

Down

1. appearance
2. image
4. meetings
5. Ads
7. value

Across

1. aware
3. name
4. market
6. inform

ACTIVITY 27-9

1. ★
2. ★
3.
4. ★
5.
6.
7. ★
8.
9. ★
10. ★